



BULLETIN



**WEST TENNESSEE
STATE NORMAL SCHOOL**

MEMPHIS

**Catalogue 1915-16
Announcement 1916-17**

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OF THE
STATE BOARD OF EDUCATION**

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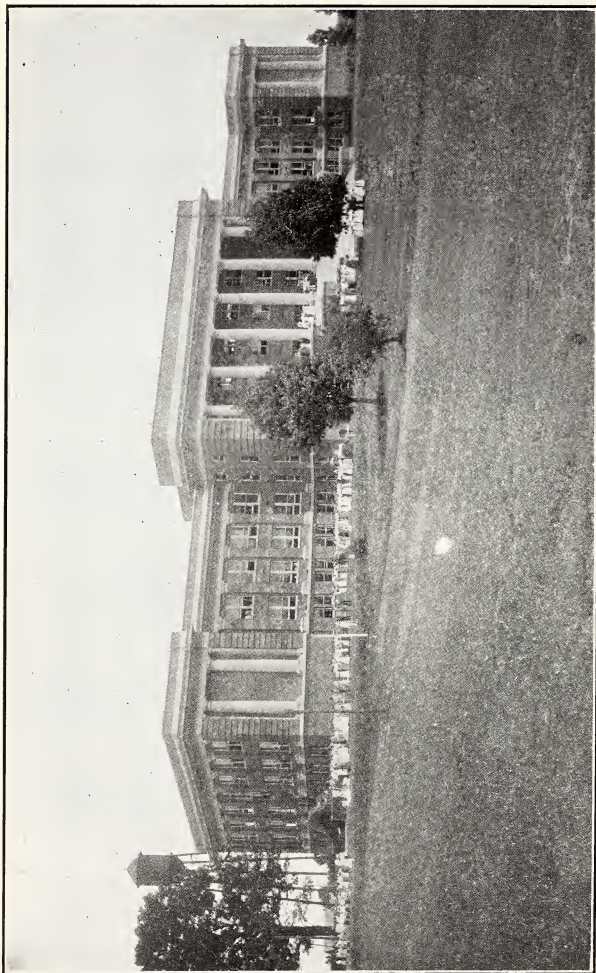
JULY, 1916

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ACADEMIC BUILDING

The State Normal School for West Tennessee

Memphis, Tennessee

WILL BEGIN FIFTH YEAR ON TUESDAY
SEPTEMBER 19, 1916

A State School for the Training of Teachers
\$500,000 Spent in Buildings and Equipment

TUITION FREE

ALL BUILDINGS STRICTLY FIRE-PROOF, HEATED
BY STEAM AND LIGHTED BY
ELECTRICITY

CALENDAR 1916-17

Fall Term-----September 19 to December 22
Winter Term-----January 2 to March 10
Spring Term-----March 12 to May 31
Summer Term-----June 11 to July 20

STATE BOARD OF EDUCATION

HON. P. L. HARNED, Chairman-----Clarksville
HON. C. C. HANSON-----Memphis
HON. H. A. LUCK-----Nashville
HON. M. H. GAMBLE-----Maryville
HON. O. L. McMAHON-----Newport
HON. C. B. IJAMS-----Jackson
HON. J. H. BAYER-----Huntingdon
HON. L. A. LIGON-----Carthage
HON. W. L. GENTRY-----Jefferson City
STATE SUPERINTENDENT S. W. SHERRILL, Secretary---Nashville

COUNTY SUPERINTENDENTS

WEST TENNESSEE

<i>County</i>	<i>Name</i>	<i>P. O. Address</i>
Benton.....	E. J. Clements.....	Camden
Carroll.....	D. T. Barnhill.....	Huntingdon
Chester.....	H. W. Stewart.....	Henderson
Crockett.....	T. E. Lowery.....	Alamo
Decatur.....	P. H. Murphy.....	Decaturville
Dyer.....	R. M. Grills.....	Dyersburg
Fayette.....	D. K. Donnell.....	Macon
Gibson.....	J. B. Cummings.....	Trenton
Hardeman.....	J. D. Turner.....	Bolivar
Hardin.....	C. A. Lowe.....	Savannah
Haywood.....	F. R. Ogilvie.....	Brownsville
Henderson.....	W. H. Dennison.....	Lexington
Henry.....	Joe Routon.....	Paris
Lake.....	R. C. Donaldson.....	Tiptonville
Lauderdale.....	G. G. McLeod.....	Ripley
McNairy.....	A. H. Grantham.....	Selmer
Madison.....	W. A. Malone.....	Jackson
Obion.....	C. L. Ridings.....	Union City
Shelby.....	Miss Charl Williams.....	Memphis
Tipton.....	L. E. Gwinn.....	Covington
Weakley.....	F. Y. Fuqua.....	Dresden

CITY SUPERINTENDENTS OR PRINCIPALS

WEST TENNESSEE

Bells.....	R. L. Conley	Lexington.....	J. O. Brown
Bolivar.....	M. L. Hardin	Martin.....	E. P. Smith
Brownsville.....	C. W. Anderson	McKenzie.....	J. D. Mullens
Cades.....	Alvin Hassell	Memphis.....	A. A. Kincannon
Camden.....	J. S. Cantwell	Newbern.....	S. M. Mayfield
Covington.....	B. O. Duggan	Obion.....	C. M. Mathis
Dresden.....	W. J. Moore	Paris.....	M. M. Phillips
Dyer.....	W. J. Davies	Ridgley.....	J. L. West
Dyersburg.....	W. M. Campbell	Ripley.....	Paul Nichols
Finley.....	H. E. Smith	Rutherford.....	D. W. Moody
Gates.....	L. Bodkin	Selmer.....	W. B. Simpson
Gleason.....	W. G. Robinson	Somerville.....	G. G. Foskett
Grand Junction....	C. E. Coulter	Tiptonville.....	Thurman McCain
Greenfield.....	J. B. Reed	Trenton.....	W. W. Dunn
Henderson.....	A. B. Maury	Trcevant.....	E. H. Edwards
Humboldt.....	H. H. Ellis	Trimble.....	R. M. Grills
Huntingdon.....	J. H. Bayer	Union City.....	A. C. Nute
Jackson.....	R. L. Bynum		

NOTE TO STUDENTS

1. See last page of catalog for application blank. Have this filled out and mail to Dean as soon as you decide to enter the Normal School.

2. Notify the President on what train you will arrive and some member of the faculty will meet you at the depot.

3. Get health certificate from reputable physician and certificate as to character from your teacher or pastor and upon their approval you are entitled to register.

DIRECTION FOR REGISTRATION

1. Go to the President or Dean for information and for pledge card.

2. Pay fees to the Bursar.

3. See Classification Committee for arrangement of Course of Study.

a. Make out two Course Cards.

b. Leave one Course Card with the Classification Committee.

c. Present the other card to each of the teachers under whom you are taking work for their approval.

FACULTY.

JOHN WILLARD BRISTER, A.M.-----*President*

A.B., Peabody College for Teachers, University of Nashville, 1892; A.M., Ibid., 1893; Graduate Student, University of Chicago, 1896-97 and 1903; Instructor in History and Mathematics, Montgomery Bell Academy, Nashville, 1890-96, 1897-1903; Professor of Mathematics, Peabody College, University of Nashville, 1903-11; State Superintendent of Public Instruction of Tennessee, 1911-1913; present position since 1913.

THOMAS BILLINGSLEY LOGGINS, A.M.-----*Dean, Mathematics*

A.B., Glasgow Normal School; A.M., National Normal University; Teacher Mathematics, Edgewood Normal School, 1886-89; President Dickson College, 1889-1911; present position since 1912.

WILLIAM E. VAUGHAN, A.M.-----*English*

Peabody College, 1900; Master's Diploma in Education, Teachers' College, New York, 1911; A.M., Columbia University, 1911; Graduate Student, Vanderbilt University, 1900; University of Chicago, Summer, 1901; Teachers' College and Columbia University, 1910-12; Graduate Scholarship, Teachers' College, 1911; Superintendent City Schools, Missouri, 1893-97; Associate Professor of English, Missouri State Normal School, 1905-11; present position since 1912.

WILLIE C. JOHNSON, A.B.-----*Latin*

A.B., Vassar College, 1895; Teacher in Higbee School, 1895-96; St. Mary's School, 1902-08; Studied in Europe, 1908-09; Teacher of Latin, Memphis High School, 1896-1902, and 1909-12; Student of Classical Studies in Rome, 1910; present position since 1912.

PRIESTLEY HARTWELL MANNING, A.M.---*Physics and Geography*

Graduate Peabody Normal College, 1882; Instructor Montgomery Bell Academy, 1882-1903; A.B., University of Nashville, 1901; A.M., Ibid., 1901; Student in Summer School of Harvard University four summers; Graduate Student, University of Chicago, two and one-half years, at intervals; Professor of Physics and Geology, University of Nashville, Peabody College, 1903-11; present position since 1912.

HELEN BUQUO, B.S.-----*Home Economics*

A.B., Cumberland University, 1898; Student Cincinnati Art Academy, 1900-03; Private Teacher, 1904-07; Student Home Economics Department, University of Tennessee, 1907-08; Assistant in Domestic Science, Summer School of the South, 1908; B.S., Columbia University and Teachers' College Diploma, 1912; present position since 1912.

CALEB PERRY PATTERSON, A.M.-----*History*

A.B., and A.M., Vanderbilt University, 1911; Graduate Student, University of Chicago, 1911-12; County Superintendent, Henderson County, 1904-06; Assistant in English, Peabody College, Summer Term, 1908; Instructor in Literature, Vanderbilt University, 1910-11; President West Tennessee College. 1911-12; present position since 1912.

HANOR A. WEBB, A.M.-----*Chemistry*

A.B., University of Nashville, 1908; A.M., University of Chicago, 1911; Assistant in Chemistry, University of Nashville, 1906-08; Assistant in Chemistry, University of Chicago, 1910-11; Senior Assistant in Charge of General Chemistry and Elementary Organic Laboratories, University of Chicago, 1911-12; present position since 1912.

JOHN MADISON WATTERS, B.S.-----*Commercial Department*

M.A. and B.S., Union University; Bowling Green Business College; Bennett Institute, Philadelphia; Gregg School of Chicago; Teacher in High Schools and Colleges in Tennessee and Florida; Instructor in Bowling Green Business College; Principal Commercial Department, Hall-Moody Institute; L.L.B., Memphis University Law School; Admitted to bar, 1915; Summer School, New York University, 1915; present position since 1912.

CLYDE HUBERT WILSON, A.B.-----*Manual Training*

A.B., Miami University, 1910; Graduate of Manual Arts Department, Ohio State Normal College, 1911; Head of Manual Arts Department and Director of Athletics in Eastern Kentucky State Normal School, 1910-12; present position since 1912.

MARY PETTUS THOMAS, A.M.-----*Modern Languages*

A.M., Baylor College, 1899; Instructor in French, German, and Spanish, Brownsville Female College, 1891-96; Professor Modern Languages, Baylor College, Texas, 1899-1912; 1900-10, Student in France, Germany, Italy and Spain; present position since 1912.

*HEBER BRYCE CUMMINGS, B.A.-----*Assistant in Education*

B.A., Valparaiso University, 1910-11; Pg.B., Valparaiso University, 1912; B.A., Yale University, 1913; Principal High School, Trenton, Tenn., 1908-09; present position since 1913.

LILLIAN DODD, B.S.-----*Assistant in Home Economics*

A.B., University of Tennessee, 1905; B.S., Teachers' College, Columbia University, 1910; Teacher of Domestic Science in Tyner High School, Hamilton County, Tenn., 1910-11; Teachers' College, Columbia University, 1913; present position since 1913.

*Absent on leave.

ADELINE BARTLETT, M.A.-----*Assistant in English*

B.A. and M.A., Vanderbilt University, 1910; Instructor in Shelby County High School, 1911-12; Instructor in Ocala, Fla., High School, 1912-13; present position since 1913.

MARIE McCORMACK-----*Drawing and Writing*

Student Peabody College for Teachers, 1910-11; Teachers' Diploma in Penmanship, Palmer's Business College; Instructor in Memphis Public Schools, 1911-13; present position since 1913.

LELA PRITCHETT, A.M.-----*Assistant in Education*

A.B. and A.M., Memphis Conference Female Institute, 1898; Student, University of Chicago, Summer School, 1905-06; Summer School, Colorado State Normal, 1910; Principal Primary and Academic Department, M. C. F. I., 1900-07; Teacher, Memphis City Schools, 1907-14; present position since 1914.

LYDA ROBERTSON CALDWELL, A.B., *Physical Training and Public Speaking.*

A.B., University of Oklahoma, 1914; Graduate New York School of Expression, 1908; Chautauqua School of Physical Training, 1910-11; Pupil of S. H. Clarke, Chicago, and Dr. Southwick, Emerson School, Boston; Director of Physical Training for Women, Instructor in Public Speaking, University of Oklahoma, 1910-13; present position since 1914.

HUBERT E. DENISON, A.B.-----*Assistant in History*

A.B., University of Tennessee, 1914; Instructor in History and English, Henderson County High School, 1911-12; present position since 1914.

C. W. DAVIS, M.S.A.-----*Agriculture*

B.S., University of Tennessee, 1900; M.S.A., Iowa State College, 1905; Graduate Student, University of Wisconsin, Summers 1911-12-14; Professor of Agriculture and Biology, Washington College, 1902-03; Professor of Agriculture and Biology, North Georgia Agricultural College, 1903-07; Instructor in Agriculture, University of Georgia, Summer School, 1905; Principal State Agricultural School, Douglas, Ga., 1907-14; Author, "Rural School Agriculture," "Soil Physics Laboratory Guide," and "Farm Crops Manual"; present position since 1914.

WHARTON STEWART JONES, M.A.-----*Assistant in Mathematics*

B.A. and M.A., Kentucky University (now Transylvania College); President Bourbon Female College; Principal Memphis Military Institute; Assistant Superintendent Memphis Public Schools; present position since 1915.

AUGUSTUS SCOTT LEE, M.A.-----*Education*

B.S., Ohio Northern University, 1905; A.B., Peabody College for Teachers, 1910; Graduate Work, University of Chicago, Summer 1908; Graduate Student, Harvard University, Summer 1911-12; M. A., Degree and Professional Diploma in Education, Columbia University, 1914; Principal Public Schools, Rogersville, Tenn., 1907-09; Supervising Principal Public Schools, St. Albans, W. Va., 1910-11; Normal Training Department, Fort Smith City Schools, Ark., 1911-13; Professor Education and Social Science, Thiel College, Pa., 1914-15; Instructor Education and Psychology, Rochester, N. Y., Summer 1915; present position since 1915.

FRAZER HOOD, PH.D.-----*Education*

A.B., Southwestern Presbyterian University, 1896; Student Johns Hopkins University, 1898-99; M.A., Yale University, 1900; Fellow in Psychology, Ibid., 1901-02; Ph.D., Ibid, 1902; Principal Tombigbee Academy, 1897-98; Principal Smyrna Fitting School, 1900-01; Professor Ethics and English Literature, Hanover College, 1902-03; Acting Professor Psychology, University of Oklahoma, 1903-04; Contributor, Sewanee Review, Presbyterian Quarterly, Union Seminary Magazine, Methodist Quarterly Review, Christian Observer; present position since 1915.

JAMES FULTON ZIMMERMAN, M.A.-----*History*

B.A. and M.A., Vanderbilt University, 1913; Graduate Student, Ibid., 1914-15; Instructor in Literature in Department of Public Speaking, Vanderbilt University, 1912-13; Teacher of History and English in Duncan Preparatory School, Nashville, 1913-15; present position since 1915.

CHARLES WASHINGTON CULPEPPER, M.S.-----*Biology*

M.S., Alabama Polytechnic Institute, 1915; Laboratory Assistant, Ibid, 1914; present position since 1915.

M. VIRGINIA PROCTOR, A.M.-----*Assistant in English*

A.B. and A.M., Randolph-Macon Woman's College, 1912; Graduate Student, University of Chicago, 1911; First Assistant Principal, Chincoteague, Va., High School, 1912-13; Chair of Science, Whitworth College, Brookhaven, Miss., 1913-14; Instructor in Shelby County High School, 1914-15; present position since 1915.

L. C. AUSTIN, A.B.-----*Director of Music*

A.B., Georgia Robertson Christian College; Graduate Student of Music, Southern Normal University and Southwestern Baptist University; Graduate of Music, Valparaiso University; Pupil of Fred Weldon, America's Greatest Cornet Teacher, and of Anton Quitsow, Celebrated Clarinet Teacher; Graduate Student of Violin and Public School Music, American Conservatory, Chicago; Teacher of Band and Orchestral Instruments, Valparaiso University, seven years; Band Master, 2d Mississippi Regiment, N. G. M., two years; Director of Music, Butler House and Broadway M. E. Church, Chicago.

MRS. AGNES REISS AUSTIN-----*Piano and Voice*

Graduate of Musical College, Shelbyville, Ill.; Graduate of Piano, Harmony, Musical Theory and History, Valparaiso University; Pupil (Voice) of Mills-Centralizing School of Music, Chicago; Graduate Student Piano and Voice, American Conservatory, Chicago; Seven Years' Experience as Teacher of Music in Shelbyville and Chicago, Illinois.

MRS. S. A. MYNDER, B.S., Mus. B.-----*Librarian*

JOSEPH A. COTTEN-----*Bursar*

LIZZIE NORMENT-----*Matron*

MRS. SARAH PERKINS-----*Housekeeper*

CLARA MAY JOHNSTON-----*Stenographer*

R. B. CASH-----*Superintendent Grounds and Buildings*

SPECIAL INSTRUCTORS, SUMMER SESSION, 1916

W. M. McLAURIN-----*Mathematics*

H. H. GNUSE-----*Modern Language*

J. O. BROWN-----*History and Geography*

CLYDE TREVATHAN-----*Observation School*

MESSICK TRAINING SCHOOL FACULTY

RUBIE BATTE-----*Principal*

MARION ANDERSON-----*Eighth Grade*

IDA WILLIS-----*Seventh Grade*

MRS. CORINNE SNEED-----*Sixth Grade*

J. C. KINCANNAN-----*Fifth Grade*

ELIZABETH COVINGTON-----*Fourth Grade*

CATHERINE O'CONNOR-----*Third Grade*

FRANK COOPWOOD-----*Second Grade*

GRACE EGAN-----*Second Grade*

CLYDE TREVATHAN-----*First Grade*

RACHEL WILKINSON-----*First Grade*

MRS. C. D. WINSTON-----*First Grade*

FACULTY COMMITTEES

NOTE—The president is ex-officio chairman of each committee.

ENTRANCE AND CLASSIFICATION—Manning, Miss Johnson, Patterson, Vaughan, Webb, and Wilson.

PUBLICATIONS—Jones, Hood, Vaughan.

SCHEDULES—Webb, Misses Pritchett and Bartlett.

SCHOOL RECORDS—Loggins, Webb, Watters.

LIBRARY—Patterson, Lee, Vaughan, Misses Johnson and Thomas.

TEACHING POSITIONS—Loggins, Davis, Jones, Wilson, Webb, Watters, and Hood.

REGISTRATION—Loggins, Misses Bartlett and McCormack.

STUDENT ORGANIZATIONS—Vaughan, Patterson, Webb, Misses Dodd, Proctor, and Mrs. Caldwell.

ATHLETICS—Wilson, Patterson, Denison, Culpepper, Miss Dodd, Mrs. Caldwell.

SOCIAL LIFE—Misses Buquo, Bartlett, Proctor, Pritchett, Mr. Webb, Mrs. Caldwell.

COMMENCEMENT—Mrs. Caldwell, Misses Thomas, McCormack, Mr. Austin, Mr. Lee.

STUDENT HOMES—Denison, Davis, Miss Dodd.

CREDITS AND ADVANCED STANDING—Loggins, Manning, Vaughan.



Y. M. C. A.



Y. W. C. A.

HISTORICAL STATEMENT

The Normal Schools of Tennessee were established by an Act of the General Assembly of 1909. That Act is popularly known as the General Education Bill, and includes appropriations for all the public school agencies of the State. It provides that thirteen per cent of the State School Fund—which is thirty-three and one-third per cent of the gross revenue of the State—shall be used for the establishment and maintenance of Normal Schools.

The law vested the location and control of the Normal Schools in the State Board of Education. Acting under this authority, the State Board of Education received propositions from various cities and counties in the State for the location of the Normal Schools and finally decided upon the location of three schools for the training of white teachers, as follows: West Tennessee State Normal School at Memphis, Shelby County; Middle Tennessee State Normal School at Murfreesboro, Rutherford County, and East Tennessee State Normal School at Johnson City, Washington County, those cities and counties having made most generous appropriations in consideration of the location of the schools. Memphis and Shelby County issued bonds for the West Tennessee State Normal School to the amount of \$350,000, and donated a site of approximately fifty acres, to which was added thirty acres, the whole forming a most beautiful campus within a few miles of the corporate limits of Memphis.

The school appropriations and the accumulation from the State fund for three years were invested in a magnificent main building and dormitory, and the institution was formally opened on September 15, 1912. The West Tennessee School, like the other State institutions which were opened the year previous, had a most gratifying attendance from the very start. And the succeeding years have been even more successful.

The fifth annual session will open Tuesday, September 19, 1916, at 9 a. m.

PURPOSE OF THE SCHOOL

The General Education Law of 1909, which created the West Tennessee State Normal School, clearly defined the purpose of its establishment. This was declared to be "for the education and professional training of teachers for the public schools of the State." It attempts to give those who attend it the education, discipline, training and skill that will best prepare them for teaching in the public schools of Tennessee.

It is with this purpose in view that the selection of its teachers has been made and courses of study arranged, that laboratories and libraries have been equipped and that observation and practice schools are conducted.

No pupil is admitted who does not come for the one purpose of preparing to teach; and all who enter shall first sign a pledge to teach in the public or private schools of Tennessee, within the next six years after leaving the school, at least as long as they have attended said school.

In the preparation for teaching three general principles are recognized as essential: (1) thorough scholarship; (2) the study of education as a science; (3) observation and teaching under expert supervision. These principles are fundamental and guide in all that relates to the work of the Normal School.

As the purpose of this school is to prepare teachers to meet fully the demands made for more efficient and practical instruction in the public schools, the State Normal School has equipped extensive laboratories for the study of chemistry, physics, biology and kindred subjects. It has also provided elaborate equipment for the teaching of home economics, and all that pertains to efficient homemaking. In manual training a thorough course in well-planned workshops has been provided. In scientific and practical agriculture, the School is prepared to give instruction, not only in classroom and laboratories, but on a large farm that will be used for demonstration purposes. In the academic course of study a complete four-year high school course and two collegiate years is offered. In the high school work and review of elementary school work, the subjects will be taught in a most thorough and practical way, and at the same time every part of every

branch taught will be presented with the special view of teaching how to teach it to others. In short, the aim of this school will be to fit teachers in every way for the very best professional work.

TERMS OF ADMISSION.

Statutory Provisions—Under the provisions of the law establishing the State Normal School, all white males or females resident in the State of Tennessee not under sixteen years of age are eligible for admission, provided they shall pledge themselves to teach in the schools of the State, within six years after leaving the school, for as long a time as they shall have attended the school.

Health—No applicant will be admitted who can not furnish evidence of being physically sound, free from contagious or infectious disease, and from chronic defects that would prevent satisfactory work as a student or militate against success as a teacher.

Character—Every applicant for admission must present a certificate of good moral character signed by a responsible person. The State is under obligation for the professional training of no person that is not qualified to exert a wholesome spiritual influence upon the lives of children.

Scholastic Requirements—For admission to the Academic Course the applicant must have completed the elementary school course. For admission to the Normal Course, graduation from an accredited high school of the first class, or equivalent scholarship, is required. Work done in an approved high school or college will be accredited for advanced standing, but the certificate or diploma of the State Normal School will not be awarded for less than one year's resident work.

Graduates of a two-year high school will be admitted to the second year of the Academic Course, but may be given credit for such courses of the second year as they shall prove to have completed in a satisfactory manner. On the same terms graduates of a three-year course will be admitted to the third year; and graduates of a four-year course to the fourth year; except that

graduates of a four-year high school of the first class will be admitted to the Junior year with conditions in professional subjects of the Academic Course to the amount of twelve credits.

Fees—Tuition is entirely free to all students resident in Tennessee. Students not resident in Tennessee are required to pay a tuition fee of \$20 for each regular term and \$10 for the summer term. The registration fee of \$2 is payable by all students. All fees must be paid before matriculation.

COURSES OF STUDY

The State Normal School offers two regular courses, as follows:

ACADEMIC COURSE

1. The Academic Course of four years of thirty-six weeks each. The course includes the academic subjects found in the courses of study prescribed for the approved high schools of the first class, and in addition there are required courses in Elementary Psychology, School Management, History of Education, General and Special Methods, and Observation and Practice Teaching. The Academic Course is to prepare teachers for the elementary schools of the State, and on its completion the student is given a certificate that will permit the holder to enter the Normal Course of any of the State Normal Schools of Tennessee and will entitle him to receive, without examination, a State Certificate to teach in any of the elementary schools of the State, the same to be granted under the authority of the State Superintendent of Public Instruction.

NORMAL COURSE

2. The Normal Course of two years of thirty-six weeks each. This course includes the academic subjects found in the Freshman and Sophomore years of standard colleges, and required professional work, including General and Educational Psychology, History of Education, School Administration, Child Study, General and Special Methods, and Observation and Practice Teaching. The Normal Course aims to prepare teachers for any of the public schools of the State, except high schools of the first class as approved by the State Board of Education, and on its

completion the student is entitled to a diploma, which is a life certificate of qualification to teach in the public schools of the State under the following regulations of the State Board of Education:

NORMAL SCHOOL CERTIFICATES

The following resolution has been adopted by the State Board of Education:

"After a careful investigation of the course of study prepared for the three Normal Schools, it is ordered by the State Board of Education that no certificate of the Academic Course of Study shall be issued to anyone who has actually attended the school for less than one full year or who does not have at least 240 credits in the Academic Course of Study; and that no certificate of graduation from the Normal Course shall be granted to anyone who has done less than one year's resident work in the Normal School, and who has less than 108 credits in the Normal Course."

In the General Education Bill, Act 1909, Chapter 264, Section 7, it is provided that:

A certificate of graduation from any one of the said Normal Schools shall entitle the holder thereof to teach in any of the public schools of the State without further examination for a period of four years from the date of such certificate. Any such graduate who completes within the said period of four years such additional courses of reading and study as may be prescribed by the State Board of Education and shall pass the required examinations in the same and has proven his ability as a teacher by teaching acceptably not less than fifteen months within this period may, upon application, be granted a permanent license to teach in any of the public elementary schools of the State.

Chapter 40 of the Acts of 1913, which provides for the Uniform Examination and Certification of Teachers, states:

"Professional certificates shall be issued by the State Superintendent of Public Instruction, as follows:

"1. An elementary certificate of the first grade to the applicant who has completed the Academic Course of the State Normal Schools.

"2. A certificate good in all schools except high schools of the first class to the applicant who has completed the Normal Course of the State Normal Schools."

It also provides that—

"All certificates granted by the State Superintendent of Public Instruction on diplomas or degrees from institutions of learning shall be good in any county of the State;" and further that—

"The State Superintendent of Public Instruction shall, with the help of the State Board of Examiners, prepare and announce courses of study for persons holding the elementary certificate of the first grade and for persons holding the high school certificate of the first grade, such courses to cover the principal subjects named in the certificates; and any person who completes either of these courses and passes the required examination upon the subjects contained in it shall be granted a permanent certificate of the same class and grade; but permanent certificates shall be revoked if the holders shall discontinue school work for more than three successive years, and if they fail to attend institutes and do the work of the Reading Circle, or meet other requirements as prescribed by the State Superintendent of Public Instruction and the State Board of Education."

SPECIAL CERTIFICATES

Special certificates in the departments of Home Economics, Agriculture, Manual Training, and Commercial branches are granted to students who fulfill the following requirements:

1. Scholarship entrance equivalent to graduation from a first-class high school.

2. Resident work of not less than one full year.

3. The satisfactory completion of not less than forty credits in the special department selected.

4. The completion of the following professional courses:

General Psychology, 8 credits; Child Study, 4 credits; School Administration, 4 credits; School Sanitation, 4 credits; Educational Psychology, 10 credits; Method of the Recitation, 5 credits; Special Method and Practice Teaching, 5 credits; Rural Economics, 5 credits; Junior English, 12 credits; prescribed courses, 57 credits.

5. The completion of additional courses in Junior and Senior years having a value of not less than 24 credits. Each course outlined will require two years for completion. Students will be given credit for equivalent courses taken elsewhere. The special certificates, while they do not exempt the holder from taking examinations prescribed by law, are intended to give the student preparation for teaching in these departments in any public schools of the State.

SPECIAL AND REVIEW COURSES

Students who have had at least one year's successful experience in teaching, or students who are not candidates for graduation, may have special courses prescribed for them by the President, but no special course will be permitted which requires fewer than twelve or more than twenty-two credits a term. Review courses in certain school branches will be offered in winter and spring terms; and especially during the Spring Term will such branches be covered in detail, thus offering the teachers, whose school terms permit their entering at that time, opportunity for thorough study of content and method and also for study of the more advanced courses given in the school. It is planned to begin some two term courses in the Spring Term and continue them through the Summer Term, which will make possible the completion of a year's work in certain subjects during these two terms. Credit for review courses will be allowed on the basis of two credits a term for five recitations a week. Not more than four such credits in any one Academic year will be counted as equivalent to elective requirements, and such review credits will not be allowed in the Normal Course.

GENERAL INFORMATION

LOCATION AND BUILDINGS

The site of the West Tennessee State Normal School is Normal, a station on the Southern Railway about six miles from Main Street, Memphis. It is connected with the city by rail and by street car line. The Southern Railway has a depot called Normal on the grounds with telegraph and express office.

The main Academic building is an imposing structure, three hundred and thirty-eight feet long and about two hundred feet wide. It contains, in addition to the spacious auditorium, fifty large, airy, well lighted rooms for class instruction. The entire lower floor is devoted to physics and chemistry laboratories and lecture rooms, and the departments of home economics, agriculture, and manual training. The school is justified in claiming that this is the finest school building in the South.

The ladies' dormitory is a magnificent, absolutely fire-proof building, containing one hundred and five rooms. Wide verandas, hallways, parlors, and reception rooms give the surroundings a home-like appearance. In each room are a laboratory with running water, electric lights, steam heat, two spacious closets, shades, rugs, table, dresser, chairs, two single beds, mattresses, and springs. The building is equipped with thirty-six elegant bathrooms with tile floors and marble wainscoating. The building contains a few single rooms and a few large corner rooms capable of accommodating three persons, but in general only two girls occupy a room during the regular terms. The building contains in addition to the living rooms, special quarters for the matron and housekeeper, a splendidly equipped infirmary, dining-room, kitchen, and store rooms.

The school has not yet built a men's dormitory, but rents the Prescott Flats, just off the campus, and several other houses in the immediate vicinity which are used as dormitories for men.

LIBRARY

The Normal School will open this Fall with more than 6,000 books listed in its Library. These books have been selected to meet the peculiar need of the instruction, and all of them are

usable. Early this Fall an additional order for 1,000 more books will be placed. One hundred of the leading magazines and periodicals are on file for the use of the students. A spacious, excellently lighted reading room is accessible to all who use the Library. A competent librarian has been placed in charge of the Library.

EXPENSES

As previously stated, there are no tuition charges to students who are residents of Tennessee. Non-residents are charged \$20.00 for each of the regular terms and \$10.00 for the Summer Term. All students pay a registration fee of \$2.00 for each term.

There are a few single rooms in the dormitory and a few others capable of accommodating three students, but in general only two students are allowed to occupy a room. Where there are three students in a room the cost of each is \$2.00 a month; where there are two, each is charged \$3.00 a month; and single rooms are rented for \$4.00 a month.

Good board is furnished in the dining hall for \$10.50 a month.

Rooms can be secured in private homes in the immediate vicinity of the school at reasonable cost, and where desired, board as well.

ROOMS

It is very important that those who expect to attend the Normal School should write to the President and have room reserved as soon as they definitely determine to attend. Arrangements will be made for all who come, but rooms will be reserved in the order in which applications are received.

The rooms in the dormitory are very convenient and are more economical than those in private homes, and it is important that early reservation be made if rooms are desired in the dormitory.

WHAT THE STUDENTS FURNISH

Students rooming in the dormitories should bring the following articles: Towels, bed linen, blankets, and a pillow. Young ladies in the dormitory will be required to keep their own rooms in order and the matron will make daily inspection.

TOTAL EXPENSES FOR THE VARIOUS TERMS

For the Fall Term of 14 weeks: Board, \$36.75; room rent, \$7.00 or \$10.00; registration, \$2.00. Total, \$45.75 or \$49.25.

For the Winter Term of 10 weeks: Board, \$26.25; room rent, \$5.00 or \$7.50; registration, \$2.00. Total, \$33.25 or \$35.75.

Spring Term of 12 weeks: Board, \$31.50; room, \$6.00 or \$9.00; registration, \$2.00. Total \$39.50 or \$42.50.

Students not residents of Tennessee will pay \$20.00 tuition for each term. ALL FEES MUST BE PAID IN ADVANCE.

All charges are made on the basis of four weeks to the month. Rooms are rented by the quarter and no reduction will be made for absence during the quarter. No reduction in board will be made for absence less than a week.

Nominal fees will be collected from those who take laboratory courses, to cover breakage and the cost of materials, as follows: Physics, 50 cents a term; chemistry, 50 cents to \$1.00 a term; home economics, 25 cents to \$1.00 a term.

No library fee is charged, but students who wish to withdraw books from the library are required to make a deposit of \$1.00, which is subject to refund.

EQUIPMENT

More than twenty-five thousand dollars has been spent in laboratory equipment. The physics, chemistry, and biology departments are furnished with all apparatus necessary for each pupil to conduct individual experiments. This apparatus is all of the latest type, much of it being imported. Thirty cook ranges and twenty-sewing machines have been installed in the home economics department. The manual training department has been equipped with all tools and materials necessary for properly teaching the industrial arts. Four pieces of power machinery have been installed during the past year each individually motor driven and fully safeguarded. Arrangements have been made for an excellent working laboratory for the investigation of scientific agriculture. At an early date an experiment station will be established for the study of animal husbandry, horticulture, poultry raising, etc. The commercial department has been installed in ample quarters and provided with typewriters and all appliances necessary for instruction in accounting, with special reference to rural conditions. Messick School, a suburban school, has been set aside as the pedagogical laboratory. Here pupils observe teaching in the elementary school branches conducted by experts, and here advance students do practice teaching.



SIGMA ALPHA MU



FORUM DEBATING SOCIETY

TRAINING SCHOOL

The Training School department is authorized by the requirement that each Normal School shall have connected with it one or more practice and observation schools in which shall be taught all the subjects prescribed for primary schools of the State. Arrangements have been made with the Boards of Education of Shelby County by which the Messick School is placed under the control and management of the Normal School. This school, as now organized, is a first-class school of eight grades. The teaching force is strong, the school spirit fine, and the work most satisfactory. Opportunity is thus afforded the students of the Normal School not only for practice work, but for observation under trained teachers and skilled critics.

STUDENT ORGANIZATIONS

The Normal School boasts of a great number of student organizations, managed by the students with faculty advisers. These organizations give the pupils an excellent opportunity to develop initiative and leadership. There are four literary societies, two for women and two for men. The men's organizations, the Forum Club and the Seymour A. Mynders Club, are particularly designed for the development of oratory and debating. The women's societies, the Sigma Alpha Mu and the Kappa Lambda Sigma, aim to develop its members in the critical study of music, expression, art, travel, etc. These societies have all done a high grade of work and have rendered excellent programs.

The Young Men's Christian Association and the Young Women's Christian Association have done much toward developing a high moral and religious standard in the student body. The Home Economics Club has discussed many of the general problems associated with home-making. The Dramatic Club has for its purpose the critical study of the dramatic art, and will produce at least one drama of literary merit each school year. The Modern Language Club aims to make its members proficient in the conversation of the modern foreign languages.

THE COLUMNS

The Normal School supports an excellent monthly journal, edited and managed by the different organizations, such as literary societies, Christian organizations, artistic clubs, etc. This maga-

zine, *The Columns*, so named for the massive columns at the main entrance of the Academic Building, has been a success from the very first number. The advertising and subscription lists have met all expenses, and the literary and editorial features have been of a high order.

TRI-NORMAL SCHOOL DEBATES

A series of debates between the State Normal Schools of Tennessee is held annually. This year the three debates took place on April 28th, the question being: "Resolved, That the United States should maintain an army and navy of sufficient strength only for effective police duty."

The contest between the West and Middle Tennessee schools was held at Memphis. In this debate the home school was represented by C. P. Roland, of Hardeman County, and A. D. Frank, of Hardin County. These young men had the negative side of the question and won.

The West Tennessee School debated with the East Tennessee at Johnson City. In that contest West Tennessee was represented by Carlisle Herron, of Shelby County, and A. R. Worley, of Obion County, with the affirmative side. At Murfreesboro the contest was between Middle and East Tennessee. The debaters on the negative won in each contest.

ATHLETICS

Believing that organized play and games are an essential in every school system, the Normal School offers an opportunity for its students to actively engage in the various forms of athletics and gymnastics.

The girls have regular gymnasium classes under the direction of the director of Physical Training for young ladies, and in addition, have outdoor work in basket-ball and volley-ball in season.

For the men, representative teams are chosen and inter-scholastic contests scheduled in football, basket-ball, baseball, and track. In each sport competent coaching is given by men who themselves were active participants in college athletics and have had successful experience in coaching school teams. The Normal teams have all made respectable showings against their opponents, the baseball teams being especially successful. In 1913 and 1915 they won the Interscholastic Championship of Memphis and in 1916 de-

feated several teams of college rank. In track, the Normal defeated the Arkansas State Agricultural School in a dual meet and broke several local interscholastic records.

It is the aim of the department of physical training not only to play games and to coach teams but to teach the significance of play in the life of boys and girls and to encourage high ideals of sportsmanship in the entire student body.

The faculty has adopted the following rules of eligibility for members of the school teams:

1. No student shall be permitted to play on the school team unless he is taking work calling for 15 credits.

2. No student shall be permitted to play on the school team unless he is making a grade of "C" or above in at least twelve credits of work.

3. No student shall be permitted to play on the school team unless he is regular in attendance.

In addition to the provisions for the various teams, four tennis courts have been provided where students may find recreation almost all the year round.

RAILROAD AND EXPRESS OFFICE

The Southern Railway has a depot, called NORMAL, located on the school grounds. Pupils should, when leaving home, buy tickets and check baggage to NORMAL. If baggage is checked to Memphis, it must be transferred to New Union Station and re-checked to Normal. After getting to Normal it will be handled by school employees.

POSTOFFICE

A branch of the Memphis postoffice has been established in Prescott Flats just across from the campus. It affords the students and school authorities every postoffice convenience. Mail should be addressed to Normal Branch, Memphis, Tenn.

POSITIONS

The school authorities of the State will look to the Normal Schools for assistance in finding teachers. This demand will be met. Students who make satisfactory records will be placed in good positions, and school boards desiring to employ the best

teachers will be given every possible assistance. To properly care for this field of usefulness a Committee on Teachers' Positions has been appointed, and the services of this committee will be absolutely free of cost to schools and school officials and to all students of the Normal Schools.

Even before the school opened we had a large number of requests to supply teachers of different grades at good salaries. The demand for special teachers for manual training, domestic science and art and scientific agriculture, science teachers who can do laboratory work and for grade teachers in the primary and grammar school grades has been very great.

BETTER SCHOOLS

The public schools of Tennessee need better teachers. With the large increase in school revenues in recent years, this demand has become more imperative, and with it has come the demand for better schoolhouses and more modern courses of study. The Normal Schools stand for all these larger and better things, and will assist in the preparation of teachers for more efficient service, so that the life and activity of our people may be made fuller and more productive.

The Normal Schools believe that it is necessary not only to prepare teachers, but to prepare places for the teachers. To this end they will assist in every movement for developing educational interest and will take part in the aggressive campaign for school improvement in every section of the State.

CO-OPERATION

The heartiest co-operation of County Superintendents and Boards of Education is essential if the Normal Schools are to do the largest good for the public schools of the State. This co-operation can be made effective by urging the attendance of teachers and young men and young women who expect to become teachers, and by the promise of preference in employment to those who prepare themselves for better work by attendance on the Normal Schools. This co-operation is invited, and the Normal Schools, in return, pledge their best service and support to all the public school authorities of the State.

The above paragraph was written before the West Tennessee Normal School was opened. It is gratifying to report that the

school has received the most cordial co-operation from the county superintendents, teachers, and other school officials throughout this section of the State; and the success which the school has already attained is, in a large measure, due to their untiring efforts to advance its interests. The county superintendents of West Tennessee, in their annual conference, June 19, 1914, unanimously passed the resolution given below:

ENDORSEMENT OF COUNTY SUPERINTENDENTS

We, the county superintendents of West Tennessee, in conference assembled at the West Tennessee State Normal School, realizing the great importance and imperative necessity of normal schools in solving the great problem of the education of the masses and in perfecting the system of public schools in our respective counties and in the State, and having visited the various departments of the West Tennessee Normal School and observed the superior grade of work done in the classroom by President Brister and his able and efficient faculty; and having witnessed the zeal, efforts, and interest manifested by the more than six hundred teachers attending the Summer Session of the Normal School, and realizing that, but for the crowded and congested condition of the dormitories and dining hall, there would be not less than 1,500 teachers of West Tennessee enrolled in the school; and further realizing that the normal schools and normally trained teachers are the chief factors in the full and perfect development of the State's greatest asset—the boys and girls of the State, therefore, fully and freely endorse the work of the West Tennessee Normal School and cheerfully commend it to the teachers and people of our respective counties and to the State at large; as far as practicable and possible we favor the employment of normally trained teachers in our public schools; we insist on our teachers and prospective teachers attending the State Normal School of West Tennessee; and we petition and pray our next Governor and General Assembly to make large and liberal appropriations for the enlargement of our great Normal School plant at Memphis.

SPECIAL ADVANTAGES

In addition to the usual school advantages, we will be able to offer our pupils many opportunities that we consider especially valuable.

All of the large libraries in the city of Memphis have offered free use of their books and buildings to the students of the Normal School.

The students of this institution are given free admission to the lecture course of Goodwyn Institute, probably the most extensive and celebrated course of its kind offered in the United States. Last season fifty lecturers of this and foreign countries appeared in the course. The students have the opportunity of hearing the Shakespearean attractions, symphony orchestras, grand operas, and musical artists, a privilege denied those attending schools in smaller places.

Over one hundred of the leading business and manufacturing enterprises of the city have offered free inspection and study of their business methods and plans to classes of normal students accompanied by their teachers.

In addition to our own model and observation school which has over 400 pupils of different grades, we will have the advantage of observing teaching and management in the splendid public school system of the city of Memphis. The various classes and buildings will be open free for the observation and study of pupils of the Normal School.

In the selection of the faculty, we have looked for specialists in the various departments, and eighty per cent of our teachers spent the year before opening in special preparation in such institutions as Teachers' College, New York, and University of Chicago, while others were studying in Europe. Our faculty for the coming year consists of twenty-seven trained and experienced educators.

CREDITS FOR NORMAL SCHOOL GRADUATES

Graduates of the Normal School, by special agreement with the University of Tennessee, are allowed two years' credit towards the Bachelor of Arts degree in that institution, and can complete the college course of the University by two years' further work. The same agreement has been entered into with the George Peabody College for Teachers, and graduates of the Normal School can secure its Bachelor's degree by two years additional work there.

HEALTH

The health of the Normal School students during the three years of its existence has been exceptionally good. No serious illness has occurred, and none due to local causes. Every attention is paid to sanitary conditions about the school buildings and grounds, and precaution is taken to guard the health of all in attendance.

The water supply is pure and healthful. It comes from an artesian well bored to a depth of 450 feet, and is pumped daily into a large storage tank.

A geological study of West Tennessee shows the source of this water to be the rainfall in that area of the State between Collierville and Grand Junction. After percolating through twenty-five to fifty miles of sand, it reaches wells which pierce the water-bearing stratum at a depth of from 250 to 750 feet below the surface of Memphis. Wells shallower than this receive only the rainfall of their immediate vicinity. (United State Geological Survey, Water Supply Paper No. 164.) That this enormous "filter bed" thoroughly purifies the water is evidenced by the analysis made in the laboratory of the Normal School.

DEBATING TROPHY

In order to encourage debates between the girls' literary societies, the Woman's Association of the West Tennessee State Normal School has offered a silver loving cup to be awarded annually to that society whose team is declared the winner in annual debate to be held at the commencement season.

MEDALS AND HONORS

A member of the Woman's Association of the Normal School has offered a gold medal, to be known as the Woman's Medal, to be awarded annually to that member of the Senior Class who, in the opinion of the faculty, has exhibited throughout the school year conspicuous evidence of worth, (1) in scholarship, (2) in womanliness.

A member of the faculty has offered a gold medal to be awarded annually to that man of the Senior class who, in the opinion of the faculty, has exhibited during his school course conspicuous evidence of (1), scholarship, (2) of qualities of leadership.

The English Department will present ten dollars in gold to the member of the Junior English classes who delivers the best original oration at a contest held in the spring term.

A member of the faculty has offered a gold medal to be awarded to that student taking such an active part in athletics as to be entitled to wear the School Letter "N," who makes the best record in scholarship.

COURSE OF STUDY

CREDITS

The school year is divided into three terms of approximately twelve weeks each and a summer term of six weeks. The unit of credit is the equivalent of one recitation a week for a term of twelve weeks. All recitation periods are one hour in duration. In the laboratory work of all special subjects, such as cooking, sewing, writing, drawing, commercial, manual arts, and all other laboratory work, the credit is the equivalent of two recitations a week for a twelve weeks' term.

The minimum number of credits for each student shall be 15 a term, and the maximum number 22, except by special permission of the President.

ACADEMIC COURSES

The Academic Course of Study requires for its completion sixty credits for each of the four years, or 240 credits, of which 175 are prescribed and 65 elective, as follows:

First Year—Prescribed, 49 credits; Elective, 11 credits.

Second Year—Prescribed, 49 credits; Elective, 11 credits.

Third Year—Prescribed, 36 credits; Elective, 24 credits.

Fourth Year—Prescribed, 41 credits; Elective, 19 credits.

For admission to the Academic Course the applicant must have completed at least the elementary course required for the public schools of the State. Those who have completed one or more years of high school work will be given due credit.

Graduates of first-class high schools who are candidates for the Normal diploma may receive the Academic certificate by meeting the following requirements: First, resident work for one full year; second, the satisfactory completion of all the prescribed courses of the Junior year; third, completion of Education 31 (General Methods), five credits; Education 40 (Primary Methods), or two Teachers' Courses, five credits; Education 32, five credits; Education 42, five credits; Music or Drawing, two credits; fourth, completion of fourteen additional Junior elective credits, including the History of Education.

NORMAL COURSE

The Normal Course requires for its completion, in addition to the credits required in the Academic Course, 108 credits, as follows:

Junior Year—Prescribed, 24 credits; Elective, 30 credits.

Senior Year—Prescribed, 23 credits; Elective, 31 credits.

For admission to it the applicant must have completed the Academic Course of one of the State Normal Schools, or must have graduated from a first-class county high school or city high school, which requires four years of high school work. Graduates of such high schools will be conditioned on 12 credits, as follows: Education 31 (General Method), five credits; Education 41 (Primary Methods), or two Teachers' Courses, five credits; and Music 10, 11, two credits, or Drawing 10, 11, two credits. To complete the Normal Course, therefore, high school graduates must make 120 credits, including the 108 credits embraced in the Junior and Senior years and 12 credits as above stated.

The subjects in the regular courses will be included in the work of the Summer Term, and, in addition, review courses in the various public school branches. Credit will be given for all work done during the Summer Term on the basis prescribed for the regular school year, or one credit for two recitations a week for a period of six weeks.

CHOICE OF ELECTIVES

1. To secure the Normal School diploma at least two years work in two departments must be completed, and the major work as elected in the Junior Year must be continued and completed in the same departments in the Senior Year. The student must make no change in the departments elected except by permission of the President, and no deviation from the order prescribed in any department except by permission of the head of the department.

2. Latin courses below the grade of fifth-year work will not be allowed to count for Junior or Senior credits, and no credit will be allowed on modern languages for less than one full year's work. First-year modern languages may count as Junior credit if taken in Junior year.

3. Beginning courses in Physics or Chemistry may be continued as electives and receive Junior credit if taken in Junior Year, but



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SEYMOUR A. MYNDERS CLUB

such courses can not be counted on both the Academic and the Normal Course.

4. Beginning courses in the departments of Home Economics, Agriculture, Manual Training and courses in department of Biology of third and fourth Academic years, may count as credits in the Normal Course, provided the work is continued through two years.

5. Unless otherwise indicated fourth-year Academic electives to the amount of 12 credits may count as Junior electives if taken in Junior or Senior years.

6. Except as above specified no Academic courses can be accepted for Junior or Senior credits.

DEPARTMENTS

All the courses given in the Normal School are distributed among the following departments:

- ✓1. Education.
- ✓2. English, including Public Speaking and Reading.
- ✓3. History.
- ✓4. Mathematics.
- ✓5. Physics and Geography.
- ✓6. Chemistry.
- ✓7. Biology.
- ✓8. Latin.
- ✓9. Modern Languages.
- ✓10. Manual Training.
- ✓11. Agriculture.
- ✓12. Home Economics.
13. Training School, including Vocal Music, Drawing, Practice Teaching and Methods.
- ✓14. Commercial Courses.

DETAILED STATEMENT OF COURSE OF STUDY
DEPARTMENT OF EDUCATION

PRESIDENT BRISTER, *PROFESSOR CUMMINGS, DR. HOOD,
MR. LEE, MISS PRITCHETT

EDUCATION 30—*Elementary Psychology* DR. HOOD

TEXT: *Colvin and Bagley's Human Behavior*. This course will present the most important of the facts and principles of psychology with the purpose of enabling the student to understand better the aims, methods, and processes of education. Prescribed.

One term—five credits. Fall and Spring.

EDUCATION 31—*Method of the Recitation* MR. LEE

TEXT: *Strayer's Teaching Process*. This course will afford a study of the various principles that control all successful teaching. A study is made of the formal steps in teaching, and drill is given in the making of lesson plans. Prescribed.

One term—five credits. Fall (for Juniors), Winter (for 3-A's).

EDUCATION 32—*School Management* DR. HOOD

TEXT: *Dutton's School Management*. This course will include a study of the fundamental problems of school management, the philosophy of discipline, the recitation, school buildings and grounds, school government, with special attention to the moral aspects of the subject. Prescribed.

One term—five credits. Spring.

EDUCATION 40—*Primary Methods*. MISS PRITCHETT

Application of educational principles underlying all primary work. Reading; practical plans for daily lessons, script and print; supplementary reading. Language, principles, method of composition. Arithmetic, efficiency in fundamentals. Spelling, writ-

*On leave of absence.

ing, story-telling, history, geography, and nature study—all correlated with hand work.

Prerequisites: Education 30 and 31.

Five credits—Two in Fall, three in Winter; or two in Winter, three in Spring.

EDUCATION 42—*Practice Teaching*

MISS PRITCHETT

Prescribed.

Credit given according to work done—any term.

NOTE—Education 40 and 42 will be given together during the Fall and Winter terms. In the Fall, Education 40 will meet twice a week and Education 42 three times. In the Winter, Education 40 will meet three times a week and Education 42 twice.

The two courses will be repeated during the Winter and Spring terms. In this case, Education 40 will meet twice a week and Education 42 three times in the Winter; and in the Spring term, Education 40 will meet three times and Education 42 twice a week.

The two courses are linked together in order to give more satisfactory direction to the practice teaching.

Students expecting to take the Academic Certificate should not leave Education 42 to the Spring term, as it will be impossible to take the full course in the one term.

EDUCATION 43—*Teachers' Arithmetic*

DEAN LOGGINS

Same as Math. 53. See statement in Department of Mathematics.

One term—three credits.

EDUCATION 44—*Teachers' Course in English*

MR. VAUGHAN

Same as Eng. 53. See statement in Department of English.

One term—three credits. Fall and Spring.

EDUCATION 46—*Teachers' Course in U. S. History*

MR. PATTERSON

Same as Hist. 43. See statement in Department of History.

EDUCATION 45—*Grammar School Methods*

A study of the methods of teaching the subjects of the grammar grades. Intending high school teachers will find this course an excellent foundation for high school work as well.

One term—five credits. Winter.

EDUCATION 47—*Story-Telling and Dramatization*

MISS PRITCHETT

This course is a study of the educational story and its application to all primary work. Also gives an opportunity to study the art of story-telling and dramatization. Stories will be told and dramatized in class. Elective 4-A or Junior.

One term—three credits. Fall.

EDUCATION 48—*Rural Education*

TEXT: To be selected. Rural education will be studied in relation to the economic and social problems of rural life.

One term—five credits. Fall and Spring.

EDUCATION 41—*History of Education*

TEXT: *Kemp's History of Education*. A study of the methods and theories of education from the earliest times. Emphasis is laid upon the social conditions of each period. The lives of leading educators are reviewed and especial attention is paid to whatever permanent influence their writings and works have had on educational thought and practice.

One term—five credits. Fall and Spring.

EDUCATION 50, 51—*General Psychology*

TEXT: *Angell's General Psychology*. This course attempts to present a systematic view of mental life with particular attention to the laws governing mental activity. Some attention will also be given to social and abnormal psychology. The text will be supplemented by lectures and assigned readings.

Two terms—eight credits. Fall and Winter.

EDUCATION 52—*Child Study*

TEXT: *Kirkpatrick's Fundamentals of Child Study*. This course is a study of the instincts and other factors in human development, and their application to the work of the school. It will discuss the skillful direction of play, imitation, and the collective and constructive instincts. Prescribed.

One term—four credits. Spring.

EDUCATION 53—*History of Modern Education*

TEXT: *Graves' History of Education in Modern Times*. A survey of the important educational movements of modern times. Junior and Senior elective.

One term—five credits. Winter.

EDUCATION 54—*Plays, Games, Songs* MISS PRITCHETT

Their meaning and their relation to and correlation with all primary subjects.

One term—three credits. Winter.

EDUCATION 60—*School Administration, General Aspects*

A library and lecture course intended for those who are preparing for positions as principals and superintendents. Senior elective.

One term—four credits. Winter.

EDUCATION 61—*School Administration, Instructional Aspects*

A library and lecture course dealing with the administrative problems that confront the average teacher. Prescribed.

One term—four credits. Spring.

EDUCATION 62—*Educational Psychology*

TEXT: *Thorndike's Principles of Teaching*. This course will deal with the more important applications of psychology to the problems of the school. Prescribed.

One term—five credits. Winter.

EDUCATION 63—*Principles of Education*

TEXT: *Bolton's Principles of Education*. A library and lecture course dealing with the fundamental biological, psychological, and sociological principles underlying education. Required of Seniors.

One term—five credits. Fall.

EDUCATION 64—*Secondary Education*

A library and lecture course dealing with the more vital problems of the secondary school. The course is intended for those who expect to do high school work. Senior elective.

One term—four credits. Fall.

EDUCATION 65—*School Sanitation*

MR. CULPEPPER

This course is the same as Biology 64. See statement in Department of Biology. Required of Seniors.

One term—four credits. Spring.

EDUCATION 66—*Practice Teaching*

MISS PRITCHETT

Credit given according to work done—any term.

At least five credits required.

DEPARTMENT OF ENGLISH

PROFESSOR VAUGHAN, MISS BARTLETT, MISS PROCTOR,
MRS. CALDWELL, MISS PRITCHETT

The aims in English instruction are a thorough understanding of correct forms of expression, the appreciation of the best in literature, and the power of expressing, with ease and facility, thought in written and oral forms. In the Academic courses weekly themes will be required of all students. Weekly conferences will be held when each pupil will receive personal directions for revising and rewriting his themes. The time during the Academic course will be about equally divided between literature and formal English. Every pupil is required throughout the English course to read and make a report every quarter on one book for outside reading.

ENGLISH 10, 11, 12—*Composition-Literature*

TEXT: *Curry's Literary Readings, and Brooks's English Composition, Book I.* Peabody's "Old Greek Myths," or Mabie's "Norse Mythology," "Kidnapped," "Gulliver's Travels," and "Julius Caesar," and selections from Hawthorne, Arnold, Whittier, Longfellow, Ruskin. Students showing themselves deficient in English Grammar will be required to take English 13. Prescribed.

Three terms—fifteen credits.

ENGLISH 13—*Review Grammar*

TEXT: *Scott and Southworth's Lessons in English, Book II.* A thorough review of parts of speech. Stress will be placed on

inflection and its application to everyday English. Special drill in sentence analysis. Offered every term.

One term, five periods a week—two credits.

ENGLISH 20, 21, 22—*Composition Literature*

TEXT: *Hanson's Two-Year Book in English*. Irving's "Sketch Book," "Idylls of the King," "As You Like It," "Silas Marner," and Ashmun's "Modern Prose and Poetry," or Short Stories (Moulton). Other classics to suit the needs of the class. A comprehensive review of English Grammar. Prescribed.

Three terms—twelve credits.

ENGLISH 30, 31, 32—*Rhetoric-Literature*

TEXTS: *Brooks's English Composition*, Book II, and *Halleck's American Literature*. "Macbeth," "DeCoverly Papers," "Tale of Two Cities," selections from Wordsworth, Shelley, Keats, Byron, and Browning. Collateral reading, chosen largely from American authors. Prescribed.

Three terms—nine credits.

ENGLISH 40, 41, 42—*College Entrance English*

TEXTS: *Halleck's English Literature*, Carlyle's "Essay on Burns," Macaulay's Speeches on Copyright, and Lincoln's Speech at Cooper Union; Milton's Minor Poems, "Twelfth Night," "Sesame and Lilies," and "Henry Esmond." Prescribed.

Three terms—nine credits.

ENGLISH 44—*Daily Theme Writing*

This course is open to all pupils who desire practice in writing all types of discourse—description, narration, exposition, and argumentation. Offered Summer Quarter only.

Two credits.

ENGLISH 46—*Public School English*

This course is designed for the teachers of the four upper elementary school grades. Several prose and poetry selections will be intensively studied from the pedagogical viewpoint as types. Barnes's "English in the Rural Schools" will be used as the basis for the study of problems dealing with rural schools.

Offered Summer Quarter only—three credits.

ENGLISH 50—*College Rhetoric*

TEXTS: *Slater's Freshman Rhetoric and Woolley's Handbook in English Composition*. This course combines a minimum of theory with a maximum of practice. All types of discourse will be illustrated at length. Each student will be required to write and deliver an oration. Fall Quarter. Prescribed.

One term---four credits.

ENGLISH 51, 52—*English Literature*

TEXTS: *Crawshaw's Making of English Literature and New-comer and Andrews's Twelve Centuries of Literature*. From Beowulf to Wordsworth. Stress will be placed on Spencer, Ben Jonson, Shakespeare, Milton, Dryden, Addison, Swift, Defoe, Steele, Pope, Johnson, Goldsmith, and Sheridan. College Rhetoric, continued. Each student will be required to write and deliver a debate. 51, Winter Quarter; 52, Spring Quarter. Prescribed.

Two terms---eight credits.

ENGLISH 53—*Teachers' Grammar*

TEXTS: *Kittredge and Farley's English Grammar*. A library course in the teaching of elementary and High School English Grammar. Special emphasis will be given to the history of the English language. Open to students of fourth year Academic rank and those holding first grade county certificates. Offered in the fall, spring, and summer quarters.

One term---three credits.

ENGLISH 54—*Primary School English*

TEXTS: *Chubb's Teaching of Elementary School English and Library Texts*. All problems of elementary school English bearing on the first four grades will be discussed. Special stress will be placed on the field of juvenile literature for the purpose of familiarizing the teacher with the classics, myths, and masterpieces, and of giving her the best methods of presenting these masterpieces. Open also to students of Academic rank.

Offered Spring and Summer Quarters.

ENGLISH 55—*Argumentation*

TEXT: *Baker's Principles of Argumentation*. Students will have much practice in brief making, impromptu debating, note taking, and literary research. Offered Winter Quarter.

One term—three credits.

ENGLISH 60—*The Romantic Poets*

TEXT: *Crawshaw's Making of English Literature and Library Texts*. A critical, comprehensive study will be made of Wordsworth, Byron, Coleridge, Campbell, Shelley, Keats, Scott, and Southey. Fall Quarter.

One term—three credits.

ENGLISH 61—*Nineteenth Century Prose*

A survey will be made of the field of prose from the latter Eighteenth Century to the middle Nineteenth Century. Stress will be placed on Lamb, DeQuincy, Hazlitt, Macaulay, Carlyle, Ruskin, Arnold, Thackeray, and Eliot. Winter Quarter.

One term—three credits.

ENGLISH 62—*Victorian Poets*

TEXT: *Stedman's Victorian Poets*. A detailed study will be made of Tennyson, Browning, Rosetti, and Swinburne. Spring Quarter.

One term—three credits.

ENGLISH 63—*American Prose*

TEXT: *Bronson's History of American Literature*. Irving's "Knickerbocker's History of New York," Thoreau's "Walden," Brown's "Wieland," Emerson's "Nature," and two shorter essays, Lowell's essays, Holmes's "Autocrat of the Breakfast Table," Howell's one novel, Hawthorne's "Marble Faun," Poe's "Essays and Tales," will be read as types of the style and historical importance of the authors. Fall Term.

One term—two credits.

ENGLISH 64—*American Poetry*

TEXTS: *Page's Chief American Poets* and *Stedman's Poets of America*. A critical study will be made of Bryant, Longfellow,

Emerson, Whittier, Lowell, Holmes, Whitman, Riley, and Fields, Winter Quarter.

One term—two credits.

ENGLISH 65—*Southern Writers*

TEXT: *Baskerville's Southern Writers and the Riverside and McMillan Classic Editions of Southern Writers*. Simms, Poe, Lanier, Timrod, Father Ryan, Harris, and Page will be studied at length. Much outside reading and oral reports will be required. Spring Quarter.

One term—two credits.

ENGLISH 66—*Teaching of High School English*

TEXTS: *Carpenter, Baker, and Scott's Teaching of English and Chubb's Teaching of English*. About eight of the high school classics will be taught with special reference to methods and correlated composition and rhetoric. Several lectures will be given on the status of teaching English. Students contemplating taking this course should provide themselves with most of the classics taught in high school. Spring and Summer Quarters.

One term—three credits.

EDUCATION 47—*Story Telling and Dramatization*

MISS PRITCHETT

See Department of Education for description of course.

ENGLISH 35—*Public School Reading*

MRS. CALDWELL

TEXT: *Emerson's Evolution of Expression*.

The purpose of this course is to correct pronunciation and enunciation. The relation of time, poise, pitch, melody, and inflection to speech is demonstrated. Open to all students. Fall and Winter.

Two periods a week—one credit.

ENGLISH 45—*Public Speaking*

MRS. CALDWELL

TEXT: *Phillip's Effective Speaking*.

The object of the course is to train students to select, arrange, and present material in order to affect a given audience, in a given way, and within a given time. The Spring Term deals with a study of the best forms of composition and the delivery of formal

and informal speeches, debates, and declamations. Fall, Winter, Spring.

Elective for fourth year Academic or Junior.

Two periods a week—two credits.

ENGLISH 56—*Modern Drama*

MRS. CALDWELL

This course is for Junior and Senior students only. It is a study of the modern drama, its interpretation and structure. About thirty plays will be discussed during the year. Offered every Quarter. Junior or Senior elective.

Two periods a week—two credits.

ENGLISH 58—*Teachers' Course in Reading*

MRS. CALDWELL

TEXT: *Turner's Teaching to Read.*

A practical course for teachers for inflection, emphasis, enunciation and interpretation. Offered in the Spring Term. Junior or Senior elective.

Two periods a week—two credits.

DEPARTMENT OF HISTORY

PROFESSOR PATTERSON AND MR. DENISON

HISTORY 10—*Oriental and Greek Period*

TEXT: *Robinson and Brestead's Outlines in European History*, Vol. 1. From prehistoric times to the close of the Greek period. The literary and political contributions of the Greeks will be emphasized. Prescribed. Fall Term.

One term—five credits.

HISTORY 11—*The Roman Period*

TEXT: *Robinson and Brestead's Outlines in European History*, Vol. I. The Roman period is studied from the point of view of the Roman's contributions to civilization. It will be shown how the ideas of the Greeks were taken to Rome, what she added to these, and what she gave to the world through expansion. Her conquest of Gaul, England, and Spain will be studied in its relation to American History. Prescribed. Winter Term.

One term—five credits.

HISTORY 12—*History of Tennessee*

TEXT: *Garrett & Goodpasture's History of Tennessee*. A rather serious study of the problems in Tennessee history from a local as well as national point of view. The military government of Tennessee during the Civil War, reconstruction of Tennessee, and her educational history will be studied. The civil government of Tennessee will be emphasized. Prescribed. Spring Term.

One term—three credits.

HISTORY 13—*Review Course in United States History*

TEXT: *Muzey's American History*. This is largely a course for teachers who feel they need a more thorough knowledge of the essential facts of the history of the United States. Social and economic factors in our history will be emphasized. Fall and Spring terms, 1916-17.

One term—five periods a week—two credits.

HISTORY 20, 21—*The Modern Period of European History*

TEXT: *Robinson's History of Western Europe*. The first term will cover the early Modern Period, 1300-1715. The course is introduced with a discussion of the rise of the Christian church, the papacy, and feudalism, and is continued with a study of the renaissance and the reformation.

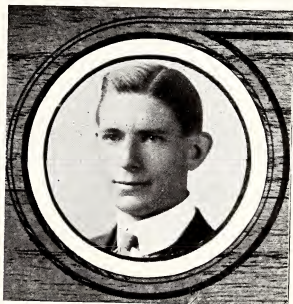
The second term deals with the later period, 1715-1815. It covers the French Revolution, the industrial revolution, and the reconstruction of Europe by Congress of Vienna. Prescribed. Fall and Winter terms.

Two terms—eight credits.

HISTORY 22—*Continuation of History 20, 21*

TEXT: Same as above. The third term will cover the growth of democracy in Europe since 1815; the revolutions of 1820, 1830, and 1848; Italian unity, German unity, the decline of Turkey, the growth of suffrage, public school movement in Europe, etc. Spring Term.

Four credits.



ARBOR DAY CELEBRATION



HISTORY 30, 31, and 32—*History of England.*

TEXT: *Tout's A History of Great Britain.* The first term will cover history of England from beginning to Magna Charta.

The second term from thirteenth century to restoration.

The third term from restoration to the present time.

Three terms—twelve credits.

HISTORY 40, 41, 42—*American History*

TEXT: *Hart's Essentials in American History.* The first term covers the period of discovery to the Confederation. It discusses European conditions in the fifteenth century, expansion of England, France, and Spain; methods and purposes of colonization, and drift of the colonies into the hands of the crown, Great Britain's commercial policy, and attempts at union.

The second term deals with the period from the Confederation to the close of Jackson's administration. The Articles of Confederation, Federal Convention, organization of the new government, Hamilton's financial policies, rise of political parties, War of 1812, the protective system and nullification in South Carolina, will be studied.

The third term deals with the period from the Jacksonian Democracy to the present. It discusses the abolition movement, national expansion, annexation of Texas, Mexican War, Civil War, reconstruction, the colonial expansion of the United States, and the form of government for our dependencies. Prescribed.

Three terms—twelve credits.

HISTORY 43—*Teachers' Course in the History of the United States*

TEXT: *Bliss's History in the Elementary Schools.* This course will outline a course of study for the various grades of the grammar school, give the aims of history teaching in the various grades, construction of stories, dramatization, methods and devices, lesson plans, illustrative materials, written work, and correlation of history with reading, English and geography.

One term—three credits.

HISTORY 50—*The Rise and Decay of Absolutism in the Seventeenth and Eighteenth Centuries*

This course is intended to serve as a preparation for the French Revolution. Fall term.

One term—four credits.

HISTORY 51—*The French Revolution and Napoleonic Era*

A study of the old regime, the causes of the revolution, and efforts at reform which led to the Estates General; the red democracy that expressed itself in the form of the National Assembly and Convention will be analyzed. The periods of the Directory, Consulate, and Empire, showing the absolutism of Napoleon. The institutional changes introduced by the Revolution will be studied in an attempt to discern the permanent contributions it made.

One term—four credits. Winter Term.

HISTORY 52—*The Nineteenth Century*

Congress of Vienna, the conservative or reactionary spirit, nationalism and democracy, unification of Italy and Germany, reform movement in England, disintegration of Turkey, Russian revolution, reform in Portugal and China, home rule for Ireland, and English confederation.

One term—four credits. Spring Term.

HISTORY 53—*Rural Economics*

This course deals with the factors of production, distribution, and consumption; coöperation among the farmers; land values and land tenure; taxation; marketing of farm products; general economic problems such as industrial expansion of United States, wages, value, and prices, trusts, strikes, and labor organizations.

One term—five credits. Spring Term.

HISTORY 60, 61, 62—*American History*

The first term covers the period from 1492-1750. This is an advanced course in American Colonial History. Such topics will be discussed as: conditions in the fifteenth and sixteenth centuries; the English, Spanish, and French colonial policies; early attempts at union.

The second term will cover the period from 1750-1829. It will discuss the formation of the union, the organization of the new government, the period of Federal supremacy, the period of Republican supremacy, and the political parties.

The third term will cover the period from 1829-1914. It will deal with the study of the tariff and its influence, the nullification of South Carolina, the abolition movement, the Civil War and reconstruction, the Spanish-American War, and the colonial policy of the United States.

Three terms—twelve credits.

HISTORY 63—*Rural Sociology*

This is an introductory course to the study of sociology, and will include such problems as the origin and function of the family, the problems of the modern family, the growth of population, immigration problem, negro problem, problem of the city, poverty, the good roads problem, the rural church and rural school problem, crime and prison reform, rural sanitation and health, and country life movement.

One term—five credits.

HISTORY 64—*The Teaching of High School History*

TEXT: *Hinsdale's How to Study and Teach History*. This is a course for teachers. It will embrace a discussion of the value and use of source material, influence of geography upon history, map work, bibliography for the history teacher, course of study for elementary and high schools in history, dramatization, place of history in education, uses of textbooks, relation of history to other subjects.

One term—three credits.

HISTORY 65, 66, and 67—*Political Science*

The First Quarter's work will consist of a comparative study of the governments of England, France, Germany, and Italy, with a view of presenting the essentials in the history and workings of these governments to supplement the courses in advanced European history.

The Second Quarter will be devoted to Federal and State government in the United States. After a brief history of Union and

State government the various departments of States government will be studied with special reference to Tennessee.

The Third Quarter will be given to city government in the United States. These courses are open only to Juniors and Seniors.

Three terms—twelve credits.

DEPARTMENT OF MATHEMATICS

DEAN LOGGINS, MR. JONES

MATHEMATICS 10—*Advanced Arithmetic* MR. JONES

TEXT: *Lyman's Advanced*. An advanced course in arithmetic for those pupils who feel the need of more thorough work in arithmetic. The work will include a study of the more important topics of arithmetic.

One term—five credits. Fall Term.

MATHEMATICS 13—*Review Arithmetic* MR. JONES

TEXT: *Hamilton*. Ample provision will be made for the large number who will desire to review practical arithmetic. The work will include a study of the more important topics of arithmetic and will be presented in a manner that will be most helpful to teachers of arithmetic in the public schools.

Five periods a week—two credits.

MATHEMATICS 11, 12—*Algebra* MR. JONES

TEXT: *Milne's Standard*. A course for beginners and for those who desire a review of the fundamental operations, factoring, and simple equations. The course will include the first half of the text.

Two terms—ten credits. Winter and Spring terms.

MATHEMATICS 20, 21, 22—*Algebra* DEAN LOGGINS

TEXT: *Milne's Standard*. A more advanced course in high school algebra, including radicals, quadratics, theory of exponents, graphs, logarithms, progressions, etc. The class will complete the text. Prescribed.

Three terms—twelve credits.

MATHEMATICS 30, 31, 32—*Plane Geometry* MR. JONES

TEXT: *Wentworth-Smith*. The five books of plane geometry will be given. The solution of originals will be required and will form an important part of the work. Special effort will be made to make geometry more interesting and more intelligible to the average student. Prescribed.

Three terms—twelve credits.

MATHEMATICS 53—*Teachers' Arithmetic* MR. JONES

TEXT: *Psychology of Number, McClellan and Dewey and Lyman's Advanced Arithmetic*. Special library references. A course for teachers of arithmetic, including the history of arithmetic and methods of presenting the subject to classes. The course is not intended for pupils who wish to study arithmetic, but for a large class of people who already have completed the subject and wish to study it from the teachers' viewpoint.

One term—five credits. Spring Term.

MATHEMATICS 50—*Solid Geometry* MR. JONES

The course will include the three books of solid geometry with the solution of originals.

One term—five credits. Fall Term.

MATHEMATICS 51—*Plane Trigonometry* DEAN LOGGINS

TEXT: *Wentworth*. Plane Trigonometry will be completed.

One Term—five credits. Winter Term.

MATHEMATICS 52—*College Algebra*. DEAN LOGGINS

TEXT: *Hawkes's Advanced*. For those who have completed Mathematics, courses 11, 12, 20, 21, 22, 30, 31, and 32 or their equivalent, this course in College Algebra will be given. A short review of some of the more difficult subjects of secondary algebra will be given. The work in the College Algebra proper will include such topics as permutations, combinations, theory of equations, series, logarithms, determinants, complex numbers and the graphic method.

One term—five credits. Spring Term.

MATHEMATICS 60, 61—*Analytics*

DEAN LOGGINS

TEXT: *Wentworth*.*Two terms—ten credits. Fall and Winter Terms.*

SCIENCE

LABORATORY EQUIPMENT

The Normal School has well equipped laboratories for the use of the different departments of science. The chemical and physical laboratories are situated at opposite ends of the main building, and each has its own lecture room and two large rooms for general laboratory purposes. The rooms have been fitted up with necessary apparatus for the study of these sciences. Gas, hot and cold water and compressed air are furnished all the laboratories.

Besides the ordinary apparatus for students' use the physical laboratory is provided with such special pieces as Atwood's machine for falling bodies, an oil seal vacuum pump, a high grade barometer, optical disc, universal projectoscope, high grade spectroscope, Wimshurst electrostatic machine, milliammeter, millivolt meter, storage batteries, six-inch spark induction coil, vacuum tubes, apparatus for the X-ray, dynamo, motor, etc.

The chemical laboratory contains a complete ventilating system, for the removal of noxious gases, distillation apparatus for an ample supply of pure water, acid proof desk top, complete sets of individual re-agent bottles, two high grade Becker analytical balances, Babcock milk testing outfit, apparatus for analysis of water, milk, and other food products, and adequate chemical supplies for all courses offered.

The biological laboratory has been fitted up with tables for students' use, provided with compound microscopes, dissecting instruments, microtome, biological specimens, and all other apparatus and equipment needed in the operation of the laboratory.

The agricultural equipment consists of forty acres of land which is being prepared and used for experimental and demonstration plots, school gardens and a general farm scheme. Necessary implements for operating a general farm have been provided.

DEPARTMENT OF PHYSICS AND GEOGRAPHY

PROFESSOR MANNING, MISS PRITCHETT

ACADEMIC COURSES IN PHYSICS

The constantly increasing complexity of farm machinery and household appliances makes the knowledge of elementary physics well-nigh indispensable to the average man and woman.

Elementary, or high school physics, is taught in two consecutive courses during the first two quarters of the school year and they are repeated during the spring quarter and summer term. From the standpoint of subject-matter considered, they are thoroughgoing high school courses; but from the standpoint of presentation, they are professional. Students get a working knowledge of the management of a laboratory for the ordinary high school courses. Students who enter the Junior or the Senior class of the Normal School without having had physics, may take these courses for Normal School credit.

PHYSICS 30—*Mechanics and Heat*

TEXT: *A First Course in Physics—Millikan and Gale*. The course consists of lectures with demonstrations, recitations, and laboratory work. The laboratory work is kept parallel with textbook and lecture work. Three hours of lecture and recitation and two double periods, or four hours laboratory work each week. Prescribed for Third Year Academic unless Chemistry 40 is taken, or Junior elective.

One term—five credits. Fall and Spring.

PHYSICS 31—*Electricity, Sound, and Light*

A continuation of Physics 30. The laboratory has unusual facilities for the study of these subjects. This course has the same allotment of time as the preceding course. Prescribed or elective, as Physics 30.

Winter Term—five credits.

PHYSICS 32—*Household Physics*

TEXT: *Physics of the Household, Lynde*. This course is designed to supplement the work in domestic science. Students in this department who are unable to take the full course known as

30-31 may elect this. It is not the equivalent of the regular course, but it emphasizes the principles involved in the equipment and management of a well regulated home. Elective for third or fourth year Academic.

Winter Term—four credits.

NORMAL COURSE IN PHYSICS

The Normal Course in Physics is designed to meet the needs of those who expect to teach this subject. It is of College rank. The prerequisites are the academic courses outlined above, or their equivalent, and mathematics through plane trigonometry. These courses may be modified to meet the special needs of those who may register for them. The teaching of physics in the high school will receive attention throughout the year.

PHYSICS 50—*Mechanics and Sound*

TEXT: *College Physics, Kimball*. In this course Kimball's College Physics is used as a text and the laboratory experiments are selected from such sources as the manuals of Ames and Bliss, and Millikan and Mill.

Fall Term—four credits.

PHYSICS 51—*Magnetism and Electricity*

A continuation of the preceding course. The same purposes and methods will obtain in this course as in the preceding. The laboratory work will be entirely quantitative. The laboratory furnishes unusual facilities for work in this subject. Junior or Senior elective.

Winter Term—four credits.

PHYSICS 52—*Heat and Light*

A continuation of the above work. Junior or Senior elective.

Spring term—four credits.

GEOGRAPHY

GEOGRAPHY 20—*Physical Geography* PROFESSOR MANNING

A study of topographic forms in the light of the causes that have produced them. Prescribed for second year Academic.

Spring Term—five credits.

GEOGRAPHY 30—*Teachers' Geography*

TEXT: *Dodge's Advanced Geography*. This course is much more than a review. The subject-matter of the text will be supplemented with work bearing on physiographic and economic phases of the subject. It will be a study of the continents of North and South America. Constant attention will be given to approved classroom methods. Elective third, or four-year Academic.

Fall Term—four credits.

GEOGRAPHY 31—*Teachers' Geography*

A continuation of the preceding course. A study of the geography of Europe, Asia, and Africa. Methods of teaching will be stressed. The subject-matter of the entire text will be covered by these two courses. Elective third or fourth year Academic.

Winter Term—four credits.

GEOGRAPHY 32—*Review Course*

TEXT: Adopted by the State. This is more especially a review course, intended to meet the needs of students who enter the spring quarter for the purpose of review. The subjects studied will be determined by the needs of the class.

Spring Term—two credits.

GEOGRAPHY 40—*Primary Geography* MISS PRITCHETT

The geography of the third and fourth grades. It is a course in methods. The course will be introduced by geographic phases of nature study, by history stories bearing on the regions studied, and by stories of child life in various lands. The home is the starting point, and a knowledge of the home locality constitutes the basis of formal textbook work. Elective 4-A or Junior.

Spring and Summer Terms—three credits.

GEOGRAPHY 50—*Modern Geography*

TEXT: *Elements of Geography*, Salisbury, Barrows, and Tower. A course of college rank. The course has been worked out with much care, and is especially adapted for students who wish to prepare for teaching the subject in the high school. Phys-

iographic features will be studied in the light of the causes that have produced them. Geographic controls and casual relations will be stressed. It is a laboratory course and a regular notebook will be kept. Lantern slides will be used to illustrate the different phases of the subject. The course may be taken by fourth year academic students as well as by Juniors and Seniors. Elective for Juniors or Seniors.

Fall Term—four credits.

GEOGRAPHY 51—*Modern Geography.*

This course is a continuation of the preceding; but the nature of the work is such that it may be taken by those who have not had that course. The purpose and method as set forth in that course will continue through this. All subjects are studied in the light of their causes and consequences.

Winter term—four credits.

GEOLOGY 52

TEXT: *Elementary Geology, Blackwelder and Barrows.* A continuation of the work of the two preceding courses. There will be a rapid review of the origin and development of topographic forms; but the course will be concerned mainly with a study of the leading facts concerning the growth and development of the North American continent. Constant reference will be made in all these courses to the influence of physiographic conditions on the life and history of a people. The determining power of these conditions is well illustrated in the history of Tennessee. The course will also show that the nature of the soil in the various section of the State is largely determined by the character of the underlying rocks of the region.

Spring Term—five credits.

GEOGRAPHY 53—*Commercial Geography*

The natural sources of wealth and their utilization by man. A study of the production, transportation, and exchange of commodities. The geography of trade. Junior or Senior elective.

Spring Term—five credits.

DEPARTMENT OF CHEMISTRY

PROFESSOR WEBB

CHEMISTRY 30, 31, 32—*Household Chemistry*

Same as Home Economics 36, 37, 38. See statement in that department.

Three terms—three credits.

CHEMISTRY 40, 41—*General Chemistry*

TEXT: *Alexander Smith's Elementary Chemistry.*

This course will treat of fundamental chemical theory, chemical calculations, gas laws, and a detailed study of the elements. The elementary principles of organic chemistry will be studied. In the proper places, many of the chemical processes which play a part in every-day life will be emphasized: dyeing and bleaching of cloth, preparation of soap, softening of water, estimation of pollution in water, flash point of coal-oil, baking powder, inks, explosives, photography, etc.

In the second term, the class is divided, one group continuing the study of the metals, the other group considering in more detail the applications of chemistry to the household. Text used by this group: *Snyder's Human Foods and Blanchard's Household Chemistry.*

Three recitations and two double laboratory periods each week—*five credits each term.*

Fall and Winter Terms. Repeated in Spring and Summer Terms.

Chemistry 40, 41 must be taken in fourth year if Physics 30, 31 has not been taken in third year.

NOTE—A fee of \$1 a term will be required of each student in courses 40 and 41.

CHEMISTRY 42—*Elementary Organic Chemistry*

A study of the structure and reactions of many common organic compounds, especially those which form the basis of food materials. This course is a continuation of Chemistry 40, 41.

Fee, 50 cents.

Two recitations, one double laboratory period a week.

Spring Quarter—three credits.

CHEMISTRY 50—*Chemistry Applied to Foods*

TEXT: *Allyn's Applied Chemistry*. This course will consist entirely of practical analyses of household material. Especial emphasis will be placed on the hygienic tests which are necessary to safeguard the food supply of the Normal School dining-room. Among the subjects treated will be elementary soil and water analysis; detection of normal constituents and adulterants in baking powder, milk, butter, ice cream, flavors, and other food materials; the detection of preservatives in food, especially on milk, meat and canned goods; the discussion of fraudulent drugs and patent medicines advertised in current periodicals.

Prerequisite: General Chemistry—Fee, 50 cents.

Two recitations and one double laboratory period a week.

Fall term—three credits.

CHEMISTRY 51—*Chemistry Applied to Textiles*

The methods of detecting pure and mixed goods, the removal of stains, mercerizing, artificial silk, etc., will be studied. The department has a supply of all types of dyes, and their use will be demonstrated by the dyeing and mounting of over a hundred different samples by the class. Fee, 50 cents.

Two recitations and one double laboratory period a week.

Winter term—three credits.

CHEMISTRY 52, 53—*Agricultural Chemistry*

This course will collaborate closely with the course in the Department of Agriculture. As various topics are under consideration in that department, their chemical nature will be discussed in this course. Quantitative analysis of water, soils, and fertilizers will be considered. The chemistry of fermentation, constituents of manures, the chemical changes in the milk, ripening of cheese, fixation of nitrogen, correction of acidity, chemical nature and functions of the plant foods, and other chemical problems of agriculture will be studied.

One recitation and two double laboratory periods a week. Laboratory fee, 50 cents.

Two terms—six credits. Spring and Summer.



MEN'S CHORUS



GIRL'S GLEE CLUB



BAND



ORCHESTRA

CHEMISTRY 60—*College Chemistry*

TEXT: *Alexander Smith's General Inorganic Chemistry for Colleges*. This course is designed primarily for those who expect to teach chemistry in high schools. The most modern theories will be studied. Methods of teaching, and the problems of equipping and maintaining a laboratory will be thoroughly discussed. The laboratory work will be of an advanced nature.

Prerequisites, Physics and High School Chemistry.

One term—three credits.

CHEMISTRY—*Special Courses*

Personal attention is given to students who work independently on courses in analytical, organic, or other branches of chemistry.

Credit according to the amount of work done.

DEPARTMENT OF BIOLOGY

PROFESSOR CULPEPPER, PROFESSOR WEBB

BIOLOGY 20, 21, 22—*Elementary Biology*

TEXT: To be selected. Course intended to give the student an appreciation of plants and animals as living organisms and to emphasize their relationship to the life of man. Biology 22 will deal principally with human physiology. Laboratory fee, 50 cents.

Three recitations and one double laboratory period a week.

Three terms—twelve credits.

BIOLOGY 40—*Physiology and Hygiene*

MR. WEBB

TEXT: *Davidson's Human Body and Health*. A general study of physiology with special emphasis placed on the causes and prevention of disease. A liberal amount of laboratory work will be required. It is hoped that the course may in some degree prepare the teacher to take the place of a medical inspector where the school has no such official. Laboratory fee, 50 cents.

One term—five credits. Fall and Spring.

BIOLOGY 41, 42—*General Zoology*

TEXT: *Jordan, Kellogg, and Heath's Animals*. A general course in zoology based upon the principles of ecology as applied to animals. The course is designed as a part of a liberal education for all students, and especially for students preparing to teach either zoology or nature study. The classroom work will serve as a basis for observational study in the laboratory and on field excursions. Laboratory fee, 50 cents.

Two terms—eight credits. Winter and Spring.

BIOLOGY 50—*Nature Study*

TEXT: *Hodge's Nature Study and Life*. This is a course in Nature Study for those who wish to teach primary and intermediate grades. It suggests how to use nature study as a content subject for early expression work; how to correlate nature study with other work in the schoolroom.

One term—three credits. Fall and Spring.

BIOLOGY 51, 52, 53—*General Botany*

TEXT: *Barnes, Coulter, and Cowles Textbook of Botany*. This course is particularly adopted to students who expect to teach either biology, agriculture, or nature-study. The first term will deal with the general morphology and anatomy of the flowering plants. Detailed work will be given on the vascular structures and histological elements. Work will also be given in ecology and plant classification. The Fall and Spring terms will deal with the anatomy and histology of the cryptogams. By a study of their life histories, the evolution of the plant kingdom will be followed through the ascending orders—algae, fungi, mosses, ferns, and seed plants. Considerable work will be given in plant classification during the spring term.

Three recitations and one double laboratory period per week.

Three terms—twelve credits.

BIOLOGY 60, 61—*General Physiology*

TEXT: *Ott's Textbook of Physiology*. An advanced course in Physiology, designed especially for those who wish to teach either biology or domestic science.

Prerequisite: Physics and Chemistry.

Two terms—eight credits. Fall and Winter.

BIOLOGY 64—*School Sanitation and Hygiene*

TEXT: No special text required; a lecture course. The different subjects considered in this course will be taken up in the order given: History of hygiene and sanitation; principles of hygiene and sanitation; health records; school buildings, location, construction, ventilation, equipment, toilet, and surroundings, playgrounds, heating and lighting, cleaning; accidents and poisonings; hygiene of feet, hands, hearing, vision, nose, throat, bathing, clothing, and instruction; tuberculosis, typhoid, diphtheria; malarial fever, hookworm, and other intestinal worms; respiratory diseases; summer complaints, smallpox, tetanus, infectious diseases of childhood; disease carriers; body parasites; disinfection. Prescribed.

One term—four credits. Spring Term.

DEPARTMENT OF LATIN

MISS JOHNSON, MISS PROCTOR

The course in Latin covers six years; during the first four the work is directed in conformity with the Latin Entrance requirements formulated by the Commission of the American Philological Association, and in addition to this, two years of college work are offered.

In the first year a thorough study is made of the forms and simpler constructions of the language, with some reading of connected Latin. Translation at sight and at hearing, the reading aloud of Latin and writing from dictation are begun in this year and continued throughout the course.

The second and third years are devoted to the study of Caesar and Cicero, with prose composition based on the text. Supplementary work is added on Roman antiquities and the life of the period.

The fourth year is given to the study of Vergil and a systematic review of Latin grammar and the principles of prose composition. The work further includes a study of scansion and mythology with special emphasis on the literary value of the author.

In the fifth and sixth years a wider knowledge of Latin literature is gained, both through the authors read in the original and parallel reading in translation.

The Department of Latin has for two years been working out what is known as the Sabin Exhibit, a series of illustrations, collected by the students, showing the relation of Latin to practical life. This plan originated with Miss Frances E. Sabin, of the University of Wisconsin, and has proved of great pedagogical value wherever it has been tried.

The instruction throughout is given with a view to the proper training and equipment of teachers in Latin. It is the aim of the department to cultivate in its students habits of accuracy and precision, to give them a better understanding of the English language and greater facility in its use, and to instill in them a real appreciation of the Latin language and literature.

For those preparing to become teachers of Latin the widest background possible is desirable, and all such are urged to take the full six years' course.

LATIN 10, 11, 12—*Beginners' Course*

TEXT: *Pearson's Essentials of Latin.*

Four hours a week—twelve credits.

LATIN 20, 21, 22—*Caesar*

TEXT: *Walker's Caesar's Gallic War; Scott and Van Tuyl's Latin Composition.*

Three terms, four hours a week—twelve credits.

LATIN 30, 31, 32—*Cicero*

TEXTS: *Bennett's Cicero's Orations; Bennett's Latin Grammar; Allen and Phillips's Latin Composition.*

Three terms, four hours a week—twelve credits.

LATIN 40, 41, 42—*Vergil*

TEXTS: *Knapp's Vergil's Aeneid; Bennett's Latin Grammar; Allen and Phillips's Latin Composition.*

Three terms, four hours a week—twelve credits.

LATIN 50, 51, 52.

TEXTS: *Fairclouth's Terence's Phormio*; *Moore's Cicero's De Senectute* or *Bennett's Cicero's De Amicitia*; *Egbert's Livy, Book XXI.*

Three terms, three hours a week—nine credits.

LATIN 60, 61, 62.

TEXTS: *Smith's Horace's Odes*; *Merrill's Pliny's Letters*; *Allen's Tacitus' Annals.*

Three terms, three hours a week—nine credits.

DEPARTMENT OF MODERN LANGUAGES

MISS THOMAS, MISS PROCTOR

MODERN LANGUAGES 30, 31, 32—*Beginner's French*

TEXTS: *Chardenal's Grammar*, *Bruce's "Lectures Faciles," Ballard's "French Reader."*

Three terms—twelve credits.

MODERN LANGUAGES 33, 34, 35—*Beginner's German*

TEXTS: *Wesselhoeft's Grammar*, *Wenckebach's "Glück Auf," Andersen's "Bilderbuch ohne Bilder."*

Three terms—twelve credits.

MODERN LANGUAGES 36, 37, 38—*Beginner's Spanish*

TEXTS: *Worman's First Spanish Book*, *Espinosa's Grammar*, *Matzke's Spanish Reader.*

Three terms—twelve credits.

MODERN LANGUAGES 40, 41, 42—*Second Year French*

TEXTS: *Fraser and Squair's Grammar*, *Corneille's "Le Cid," Saintine's "Picciola," Molière's "L'Avare,"* or *"Le Bourgeois Gentilhomme," Racine's "Esther,"* or *"Athalie," Strachey's French Literature.*

Three terms—twelve credits.

MODERN LANGUAGES 43, 44, 45—*Second Year German*

TEXTS: *Joynes-Wesselhoeft's Grammar*, *Storm's "Immensee,"* *Schiller's "Wilhelm Tell,"* *Wilhelmi's "Einer Muss Heiraten,"* *Goethe's "Hermann und Dorothea,"* *Teusler's German Literature.*

Three terms—twelve credits.

MODERN LANGUAGES 46, 47, 48—*Second Year Spanish*

TEXTS: *Hill and Ford's Grammar*, *"El Cautivo,"* *Selections from Don Quixote*, *Moratin's "El Si de las Ninas,"* *Galdos "Dona Perfecta,"* *Conant's Spanish Literature.*

Three terms—twelve credits.

MODERN LANGUAGES 50, 51, 52—*Advanced French*

TEXTS: *Bazin's "Les Oberlé,"* *Bornier's "Fille de Roland,"* *Rostand's "La Princesse Lointaine,"* *Chanson de Roland*, *Selections from Eighteenth Century Prose Writers*, *French Prose Composition*, *Loti's Pêcheur d'Islande.*

Three terms—nine credits.

MODERN LANGUAGES 53, 54, 55—*Advanced German*

TEXTS: *Putlitz "Vergissmeinnicht,"* *Deutsche Liebe*, *Lessing's "Minna von Barnhelm,"* *Lessing's "Nathan der Weise,"* *Goethe's "Faust,"* *German Prose Composition.*

Three terms—nine credits.

MODERN LANGUAGES 56, 57, 58—*Advanced Spanish*

TEXTS: *"El Trovador,"* by *Gutierrez*, *"El Principe Constante,"* by *Lope de Vega*, *"La Vida es Sueno,"* by *Calderon*, *Loiseaux Anthology*, *Prose Composition.*

Three terms—nine credits.

DEPARTMENT OF MANUAL TRAINING

PROFESSOR WILSON

The efficiency of the Manual Training Department has been greatly increased by the addition of power machinery. Three machines have been installed, a 24" surfacer, an 8" jointer and a

single-arbor variety saw with horizontal mortiser attached. These are all machines of the finest type, made by the American Woodworking Machinery Company. Each machine is individually motor-driven and completely safeguarded by all the latest safety devices. Opportunity will be given to all advanced woodworking students to use the machinery under supervision of the instructor, and a much larger output is assured, together with the convenience and saving secured by the ability to size all pieces of stock in the shop.

MANUAL TRAINING 10, 11, 12—*Paper Industry*

A special course in handwork adapted to use in the fifth, sixth, and seventh grades. This course will show the possibilities of introducing a real industry into the schoolroom at a minimum of expense for apparatus and material. At the same time a product having actual commercial value will be made.

The various processes studied are as follows, and are taken up in the order named:

(1) Paper making by hand; (2) making of envelopes and portfolios; (3) boxes and cases; (4) tablets; (5) composition books; (6) pamphlet covers; (7) loose leaf notebook covers; (8) book binding; (9) book mending.

Four shopwork periods per week, three terms—six credits.

MANUAL TRAINING 20, 21, 22—*Elementary Woodwork*

TEXT: *Essentials of Woodworking—Griffith.*

Necessary equipment: Large loose-leaf notebook. One HHH Drawing Pencil.

This course will include a study of (1) the use of all the ordinary bench tools; (2) the structure and uses of our common woods; (3) the composition and use of wood finishes; (4) the reading of simple working drawings and blue prints.

In course of the year's work the class, working as a whole, will make several large pieces of apparatus, such as table, work bench, wall cabinet, or bookcase. Each student will work out at least five individual projects following working drawings made in class, such as bench hook, nail drawer, miter box, picture frame, insect cage, T square and drawing board. The final problem of the year's work is some small piece of furniture such as taboret,

book rack, umbrella rack, foot stool, or magazine stand, which becomes the property of the student constructing it.

One recitation and four shopwork periods per week, three terms—nine credits.

MANUAL TRAINING 30, 31, 32—*Advanced Woodwork and Carpentry*

TEXT: *King's Constructive Carpentry.*

Prerequisite: Manual Training 20, 21, 22, or its equivalent.

Necessary equipment: Same as for Manual Training 20.

This course includes (1) making of working sketches from models; (2) lettering; (3) principles of furniture design; (4) making of complete working drawings from designs; (5) construction of a rather elaborate piece of furniture; (6) working drawings of floor plans and house details; (7) construction of miniature house, showing details; (8) study of house plans, specifications, and costs; (9) study of principles of house heating, lighting, and sanitation.

In course of the year's work several rather complicated pieces of furniture will be designed, drawn, and constructed. Students will be allowed the use of power machinery, thus giving them actual experience in mill-working and permitting of a larger output.

One recitation and four shopwork periods per week, three terms—nine credits.

MANUAL TRAINING 40, 41, 42—*Mechanical Drawing*

Necessary equipment: Twelve-inch draughtman's scale; loose-leaf notebook; one HHH drawing pencil; two triangles, one 45 degrees and one 30 degree-60 degree; one bottle India ink.

Set of drawing instruments may be rented from department for a nominal sum.

Purely a mechanical drawing course either for those interested in manual training work or for those contemplating a study of Civil or Mechanical Engineering.

The course includes a study of the following topics:

(1) Use of instruments; (2) applied geometry; (3) lettering; (4) sketching; (5) projection and relation of views; (6) developed surfaces and solids; (7) isometric projection; (8) pictorial

representation; (9) assembly and detailed drawings; (10) tracing, and (11) blue prints.

One recitation and four drawing periods per week, three terms—nine credits.

MANUAL TRAINING 50, 51, 52—*Public School Manual Training*

Text and supplies same as for Manual Training 20. This course embodies a study of the same subjects, principles, and processes as outlined for course 20, but all projects constructed will be of especial value for use in the rural schools. The making of simple apparatus will be a feature of the work and in this respect the course is closely correlated with the mechanics of physics and with models for use in agriculture. Special stress will be laid on planning work, selecting materials, and figuring costs.

The work in the Spring Term will be entirely devoted to the study of power machinery and its use and care.

One recitation and four shopwork periods per week, three terms—nine credits.

MANUAL TRAINING 60, 61—*Theory and Practice of Teaching Manual Training*

Prerequisite, Manual Training, 20, 21, 22 or its equivalent. A course especially designed for those who are preparing to teach manual training, and required of all who expect to receive special certificate in manual training. The course includes:

(1) A study of the place of manual training in education; (2) its relation to the social and psychological life of the child; (3) its place in the curriculum; (4) history of development of manual arts, both in Europe and United States; (5) lesson plans and observation; (6) practice teaching under criticism.

Four periods a week, Fall and Winter terms—eight credits.

MANUAL TRAINING 62—*Economics of Manual Training*

TEXT: *Economics of Manual Training, Rouillion.* A detailed study of equipment, rooms, and buildings for different phases of manual training and for suiting various school conditions. Price lists of tools and materials will be studied and a sample book will

be made up containing catalogues, price lists, and samples from a number of standard dealers. Especial attention will be given to the problem of working out the best equipment with the least expense.

Four periods a week, Spring Term—four credits.

DEPARTMENT OF AGRICULTURE.

PROFESSOR DAVIS

AGRICULTURE 20, 21, 22—*General Agriculture*

TEXTS: *Halligan's Fundamentals of Agriculture; Davis's Rural School Agriculture.*

This course will cover the elementary principles of good farming. It is intended for those who wish to prepare to teach elementary agriculture in rural schools. In addition to the study of plant life and its relation to the soil some time will be given to the presentation of the subject in the elementary grades. Some of the topics discussed will be soils, soil improvement, soil management, fertilizing, and liming. Testing seed, selection of seed corn, and some phases of plant propagation will also be discussed. Two recitations and one laboratory period a week.

Three terms—nine credits.

AGRICULTURE 30—*Soils*

TEXTS: *Fletcher's The Soil, and Davis's Soil Physics.*

Regular agricultural students will begin with Agriculture 30.

This course in soils will be as practical as possible. It will deal with both the physics of the soil and soil fertility. Two recitations and two laboratory periods a week. *Laboratory Guide.*

One term—four credits.

AGRICULTURE 31—*Animal Husbandry*

TEXT: *Plumb's Beginnings in Animal Husbandry.*

This course is designed to introduce students to the different farm animals. A study will be made of the horse, cow, hog, sheep and poultry. Practice in judging and scoring will be given. Two recitations and two laboratory periods a week.

One term—four credits.

AGRICULTURE 32—*Dairying*

TEXT: *Milk and Its Products*, Wing.

The course in dairying will give the students some knowledge of dairy management, equipment, requirements for the production of sanitary milk, and barn construction; butter making on the farm, separating of milk, pasteurizing and marketing of dairy products. Two recitations and two laboratory periods a week.

One term—four credits.

AGRICULTURE 33—*Farm Accounts*

Same as Commercial 33. See statement in that department. Any term.

One term—three credits.

AGRICULTURE 40, 41—*Farm Crops*

TEXTS: *Wilson and Warburton's Field Crops*; *Davis's Farm Crops Manual*.

Students will make a thorough study of all farm crops. The work will consist of lectures, field experiments, and laboratory exercises.

Prerequisites: Botany.

Two terms—eight credits.

AGRICULTURE 42—*Horticulture*

TEXT: *Green's Popular Fruit Growing*.

The principles of orchard management, propagation of plants, vegetable gardening, means of controlling insect pests, and fungus diseases. Harvesting and marketing fruits, etc.

Prerequisites: Botany.

One term—four credits.

AGRICULTURE 50, 51—*Soils and Fertilizers*

TEXTS: *One text to be selected, Voorhee's Fertilizers.*

A more advanced course in soils with special attention to soil fertility.

Recitations, lectures, and laboratory work.

Prerequisites: Physics 30, 31.

Two terms—eight credits.

AGRICULTURE 52—*Landscape Gardening*

TEXTS: *How to Make a Flower Garden*; *Maynard's Landscape Gardening*.

A study of the principles underlying the adornment of home and school grounds. School gardening. Observation work in parks of city.

It is recommended that students take at least one term in mechanical drawing (Manual Training 40) before beginning this course.

One term—four credits.

AGRICULTURE 60, 61, 62—*Advanced Agronomy*

An advanced course in Agronomy.

Prerequisites: Agriculture 30, 31, and 40, 41; Chemistry 40, 41, and 52, 53.

Three terms—nine credits.

DEPARTMENT OF HOME ECONOMICS

MISS BUQUO, MISS DODD

It is highly desirable that students wishing to major in this department have had as much practical experience at home as possible, and it is recommended that those who have not had this experience in housekeeping arrange to get it during a summer vacation before their Normal School course is finished.

No academic student is eligible to a Home Economics course given in a higher year except upon approval of Home Economics instructor.

High school students who desire to take the second year's work in cooking or sewing, as offered at the Normal School, must have had a full year's high school work in these subjects, and in addition must offer Home Economics 34 or 35, or their equivalent.

Girls who are candidates for the Academic Certificate are strongly advised to take Home Economics 34, 35, and 43.



THE DE SOTO STAFF



JUNIOR CLASS, 1915-16

HOME ECONOMICS 20, 21, 22—*Elementary Sewing and Textiles*
MISS DODD

TEXT: *Kinne & Cooley's Textiles and Clothing.*

The purpose of course is to give a knowledge of materials used, the history and development of textiles and industries; to teach hand sewing and use of sewing machines; simple drafting and the use of patterns; the making of underwear, house garments, and articles for household use. Students provide materials subject to approval of instructor. Required reference readings, excursions, and reports. Fee, 25 cents a term.

One recitation and two double laboratory periods a week.

Three terms—nine credits.

HOME ECONOMICS 30, 31, 32—*Elementary Foods and Cookery*
MISS BUQUO

TEXT: *Kinne & Cooley's Foods and Household Management.*

Required reference readings. Prerequisite or parallel: Chemistry 30, 31, 32, and Biology 20, 21, 22. Students are strongly advised to take Household Physics as parallel to this course. Student supplies white apron with long skirt and bib. Fee, \$1.00 a term.

One recitation and two double laboratory periods a week.

Three terms—nine credits.

HOME ECONOMICS 36, 37, 38—*Household Chemistry*
MR. WEBB

Same as Chemistry 30, 31, 32. No special text required.

This course will be carried on in the chemical laboratory. As the sources and uses of food materials are discussed in the cooking classes, the chemical nature of these same substances will be considered in this course.

The chemical reactions involved in cooking operations, the detection of adulterants, and very elementary methods of analysis will be demonstrated.

Reading in the chemistry library will be required.

Three terms—three credits.

HOME ECONOMICS 34—*Sewing for Rural Schools*

MISS DODD

TEXT: *Kinne & Cooley's Shelter and Clothing.*

Required reference readings and reports. The purpose of this course is to acquaint the student with the needs of typical rural communities, to adopt the average course of study in sewing to these needs. Lectures, recitation, and practical work. Students provide most of their own materials. Fee, 25 cents.

Five single periods a week.

Winter Term—three credits.

HOME ECONOMICS 35—*Cooking for Rural Schools*

MISS DODD

Text to be selected. A course in elementary cookery planned for those who wish to introduce cooking into rural schools. Aims of course: To study needs of rural schools, ways and means of meeting these needs, equipment, supplies. Course will include study of food preparation, manufacture, and composition; food industries, and special attention will be given to the preparation and serving of school lunches, with practical experience in a typical rural school kitchen. Fee, \$1.00 a term.

Five single periods a week. Class limited in number.

Fall term—three credits.

HOME ECONOMICS 40, 41, 42—*Advanced Sewing*

MISS DODD

Prerequisite: Home Economics 20, 21, 22. Parallel required: Home Economics 44 and 45. The aim of this course is the practical application of the principles of garment making, with a view to developing skill and good workmanship. Students are expected to make a house or school dress, tailored waist of silk, woolen skirt, silk dress, fancy blouse, evening dress, coat, and lingerie dress during the year. Students provide material subject to approval of instructor. Fee, 25 cents a term.

Two double periods a week.

Three terms—six credits.

HOME ECONOMICS 43—*Club Work for Girls* MISS DODD

Required reference readings, observations, reports. The aim of this course is to study the details of club work as illustrated by the various organizations in Memphis and Shelby County; to study types of extension work; the social and economic needs of women in rural communities; to adopt material of Home Economics to these needs, and to plan community activities of the rural teacher.

Parallel courses suggested and advised: Home Economics 20, 21, 22; 30, 31, 32; 33, 35; Manual Training 20, 21, 22; Education 48.

Two single periods a week.

Fall Term—two credits.

HOME ECONOMICS 44—*Costume, Its History and Design*

MISS BUQUO

Historic costume will be studied first. The remainder of the course will be a study of the principles of design as applied to dress. Emphasis is placed on good taste in line and color, suitability, for certain uses and occasions, of women's apparel.

Two double periods a week.

Fall Term—two credits.

HOME ECONOMICS 45—*Economics of Clothing* MISS DODD

Required reference readings, reports, laboratory work. This course should be taken in connection with Home Economics 40, 41, 42.

One double period a week.

Spring Term—one credit.

HOME ECONOMICS 50, 51, 52—*Advanced Foods and Cookery*

MISS BUQUO

50 and 51. TEXT: *Kinne & Cooley's Foods and Household Management*, in part.

Required reference reading, excursions, and reports. The application of physical and chemical principles to preparation of food; elementary study of human nutrition; cooking in quantities suitable for the family group; menu making; table service, are features of these two terms' work.

52. Dietetics. TEXT: *Jordan's Human Nutrition.*

This course deals with more advanced study of nutrition and diet; dietaries are worked out; the proper feeding of the family; feeding of infants and invalids are studied.

Two double laboratory and one single recitation period a week. Fee, \$1.50 a term.

Three terms—nine credits.

HOME ECONOMICS 53, 54, 55

MISS BUQUO

53. House Planning, House Furnishings, and Home Decoration.

54. Housewifery and Household Management.

55. Household Sanitation and Home Care of the Sick.

Lectures and practical work. Open only to Juniors, Seniors, and 4-A students with sufficient preparation.

Three single periods a week. Fee for Course 55, 25 cents.

Three terms—six credits.

HOME ECONOMICS 60, 61, 62

MISS BUQUO

The teaching of Domestic Science and Domestic Art. Lectures, conferences, observation and practice teaching, and demonstration. Designed for those who have majored in these subjects.

Prerequisites: Education 31, 51, 52; Home Economics 20, 21, 22; 30, 31, 32. Prerequisites or parallel: Home Economics 40, 41, 42; 50, 51, 52, and 53, 54, 55.

Three terms—nine credits.

A course in Millinery will be offered in the Winter Term if there is a demand for it.

A course in Camp Cooking for young men will be given on Friday evenings during the Winter Term, and if this course is successful it will be continued during the Spring Term.

DRAWING AND WRITING

MISS MCCORMICK

DRAWING 10, 11, 12—*Drawing and Construction Work for Grades One to Four*

TEXT: *Loose-Leaf Notebook.*

This course deals with the problems of the first four grades from the standpoint of the regular grade teacher. Special em-

phasis is placed upon the use of hand work as a method of teaching primary subject matter. Paper folding, weaving, raffia, free hand drawing, and other forms of construction work will be studied.

First year Academic rank.

Three terms—three credits.

DRAWING 20, 21, 22—*Construction Work and Drawing for Intermediate Grades*

In this course continued attention is given to the use of hand work as an illustrative factor where it can be used to advantage in teaching geography, history, literature, and the industries.

Still life, free hand drawing, landscape, and composition. Problems in paper and cardboard, booklet making, basketry, and whittling.

Three terms—three credits.

PENMANSHIP

TEXT: *Palmer's Method of Business Writing.*

The object of this course is to teach a rapid, plain, unshaded, and easily executed system of business penmanship.

Three periods a week—one credit.

DRAWING 30, 31, 32—*Design and Perspective*

This course is designed for pupils who wish to become more efficient in technique and the principles of design, composition, and perspective.

Three terms—three credits.

MUSIC DEPARTMENT

PROFESSOR AUSTIN, MRS. AUSTIN

Music ranks as a regular department in the Normal School and proper credit will be given those taking any of the regular courses. Thorough and complete courses by competent teachers may be had in the following subjects: Public School Music, Piano, Violin, Voice, Brass and Wood Wind instruments, Theory, Harmony, Counterpoint, and Musical History.

GENERAL INFORMATION

Students may enroll in the department of music at any time during the year, but it is better to enter in September or the beginning of a new term because of new classes being formed at these times.

A beginning class in public school music will be formed at the beginning of the Fall and Spring terms for the benefit of students or grade teachers who may want to acquire a knowledge of the rudiments of music. Musical theory, sight singing, and school music methods will be thoroughly studied. Theory, Harmony, Counterpoint, and Musical History are required subjects for those taking either the certificate or the diploma courses in piano, voice, violin, or other orchestral instruments.

PUBLIC SCHOOL MUSIC.

MUSIC 10—*Public School Music*

Ear training, melodic and rhythmical exercises and dictation, melody writing, rote songs, beginning theory, two part singing, sight reading, first, second, and third grades school music.

Fall and Spring terms—one credit.

MUSIC 11—*Public School Music.*

Melodic and rhythmical studies, two and three part singing, chord and arpeggio exercises, melody writing, musical theory, school music methods, sight reading, fourth and fifth grades school music.

Winter Term—one credit.

MUSIC 12—*Public School Music*

Advanced studies in melodies and rhythmic, three and four part singing, chord and interval practice, musical history, methods in graded and ungraded schools, sight reading, sixth, seventh, and eighth grades school music.

One term—one credit.

MUSIC 20—*Sight Singing, Elementary*

Rudiments, musical notation, major scales, interval practice, staff degrees, melodic and rhythmical exercises, note and rest values, key signatures, pitch names, sight reading, songs.

One term—one credit.

MUSIC 21—*Sight Singing; Intermediate*

Review, major and minor scales, interval studies, chords (triads) and arpeggios, chromatics, sight reading, duet, trio, and quartet song practice.

One term—one credit.

MUSIC 22—*Sight Singing; Advanced*

Review, theory, beginning harmony, vocalizing, transpositions, attack, modulation, sight reading, study of standard part songs and choruses.

One term—one credit.

MUSICAL ORGANIZATIONS

Men's Glee Club—This club is chosen from the more able singers of the School. The club will furnish special music at stated times in chapel and make numerous other public appearances throughout the year. Two rehearsals per week.

Women's Glee Club—This club is organized and controlled like that of the men.

Orchestra—This organization is made up of the most advanced string and wind instrument players in school. The orchestra will give one or more concerts each year and furnish music for special occasions. Two rehearsals per week.

The Band—All who have had some experience in this work or are taking lessons on wind instruments are eligible to membership. The band furnishes music at chapel and for the athletic and various other student activities. One rehearsal per week.

Normal Chorus—Is composed principally of the members of the two glee clubs, but is open to all students who can sing and who have some proficiency in sight reading. This work is invaluable to vocal and public school music students. The chorus will give during the year parts or all of some of the standard light operas and cantatas, etc. Rehearsals at call of the Director.

NOTE—The above courses are open to all students without tuition, but a fee of 50 cents a term is required of all members of the musical organizations.

PIANO

Elementary Course

Grade I—Touch, position of hands, rhythms, Gurlitts's studies, Op. 82; Playdy's technical exercises; Loeschhorn's studies; easy pieces.

Grade II—Scales, major and minor; chords and arpeggios; Heller's, Czerny's, Kraus's and Duvernoy's studies.

Grade III—Scales; Bertino's fifty selected studies; Henselt, Heller's studies, Op. 45; Jensen, Czerny's forty daily studies; Bach's two part inventions; Sonatinas by Haydn, Mozart, and pieces.

Grade IV—Cramer's studies; Bach's three part inventions; Czerny's Velocity, Op. 299, Book One; Field's Nocturnes; Compositions by Schubert, Mendelssohn, Schumann, Weber, Beethoven. One year of harmony, one term of counterpoint, one term of music history.

ADVANCED COURSE

Grade V—Czerny's Finger Dexterity; Chopin Etudes; Bach's Three Part Inventions; Sonatas by Weber and Beethoven; Compositions by Mendelssohn, Chopin, Schumann, and Schubert.

Grade VI—Bach's Preludes and Fugues; Schubert's Inpromptus; Chopin's Etudes; Beethoven sonatas; compositions by Moskowski, Henselt, McDowell, Greig, Saint-Saens, Liszt, and Tschaiikowsky. Two years of harmony, two terms of counterpoint, two terms of musical history, and one term of musical analysis.

VIOLIN

Elementary Course—Major and minor scales, finger and bowing exercises, position studies, double stops, chords, and arpeggios. Work in legato, staccato, spiccato, pizzicato, bowing. Hohman, Berold, Herman, David, and Kayser used as texts. Solos by Dancla, Witchl, Viotti, and De Beriot. One year of harmony, one term of counterpoint, and one term of musical history, with orchestral practice.

Advanced Course—Three octave scales and arpeggios in all major and minor keys; etudes by Krentzer, Dont, Fiorillo, and

Rode. Solos by De Beriot, Wieniawski, Spohr, and Vieuxtemps. Two years harmony, two terms counterpoint and musical history, one term musical analysis and orchestration, and orchestra practice.

VOICE

The work in this department and the material used will be selected to suit the individual needs of each pupil. The constant aim will be to develop a pure resonant tone by means of voice placing, correct breathing, proper use of jaws, tongue and lips. Vocalises, scales, arpeggios, studies by Concone, Panoŕka, Marchesi, and Lamperti, with English, German, and Italian songs and arias will be used.

RECITALS AND CONCERTS

Public recitals by capable pupils in the music department will be given at least once a term throughout the year. The chorus class, assisted by the orchestra, will give one or more concerts during the year, and all the musical organizations will combine for the big annual concert. Students of music are afforded splendid opportunities to hear the best in music. The Beethoven and Nineteenth Century clubs of Memphis furnish monthly programs of a very high order, and such organizations as the New York Philharmonic and Minneapolis Symphony orchestras, the San Carlo, New Orleans and Boston Grand Opera companies, with numerous of the world's greatest artists, appear each season.

THEORY, HARMONY, COUNTERPOINT, AND MUSICAL HISTORY

These subjects will all be taught in a practical and interesting manner. Such texts as First Year Theory, by Skinner; Harmony, by Chadwick; Counterpoint, by York; Music History, by Baltzell, will be used.

TUITION

Piano, voice, violin, band, and orchestral instruments, 1 lesson per week per term of 12 weeks-----	\$ 7 50
Piano, voice, violin, band and orchestral instruments, 2 lessons per week per term of 12 weeks-----	15 00
Harmony, Counterpoint, Musical History (class lessons), 2 lessons per week per term of 12 weeks-----	4 50
Piano rent, one hour per day per term of 12 weeks-----	1 50

Piano rent, two hours per day per term of 12 weeks-----	\$ 2 50
Wind and string instruments' rent, two hours per day, per term -----	1 50
Rents, tuition and fees are payable in advance.	

COMMERCIAL DEPARTMENT

PROFESSOR WATTERS

COMMERCIAL 20—*Typewriting*

Students are trained to use the machines rapidly and accurately by the touch method—just as a musician plays the piano. Teachers will find this course especially attractive, as it will enable them to prepare work for classes much more easily, quickly, and attractively, and therefore get much better results. The course covers two terms' work, one hour a day, individual instruction, and requires no study outside the class room. Elective. This course may be substituted for last term of Commercial 32 or 42.

Two terms—four credits.

NOTE—The above course may be elected during either second, third, or fourth years.

COMMERCIAL 21—*Bookkeeping*

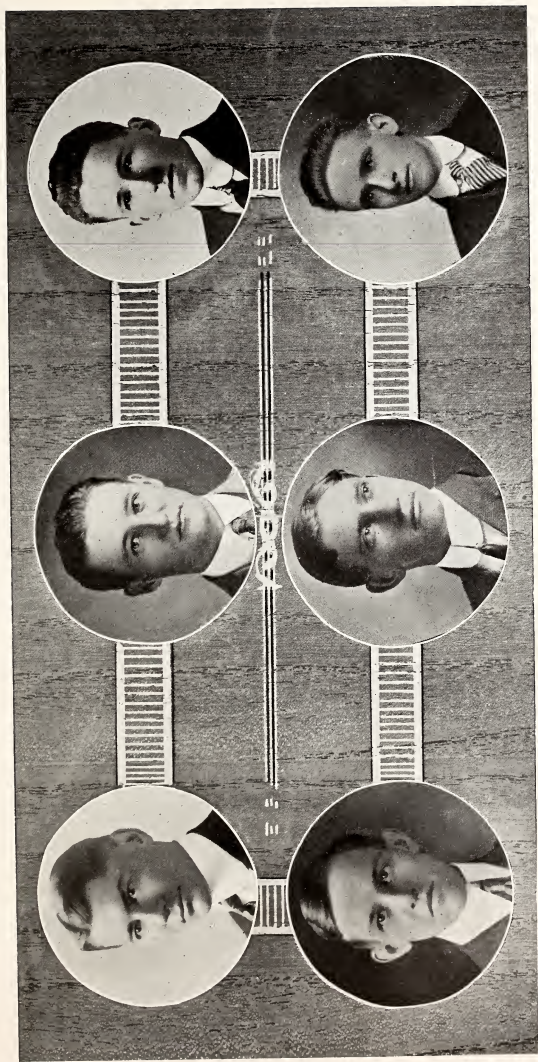
This course covers the elementary principles of bookkeeping and the student is given practical training in the use of the simple forms of the journal, cash book, sales book, invoice book, and ledger. They are, also, required to open and close a set of books, make out trial balances, simple profit and loss, and financial statements. This work is designed to prepare students to teach in the elementary schools. Individual instruction is given.

One double period a day through the term—four credits.

COMMERCIAL 33—*Farm and Household Accounts*

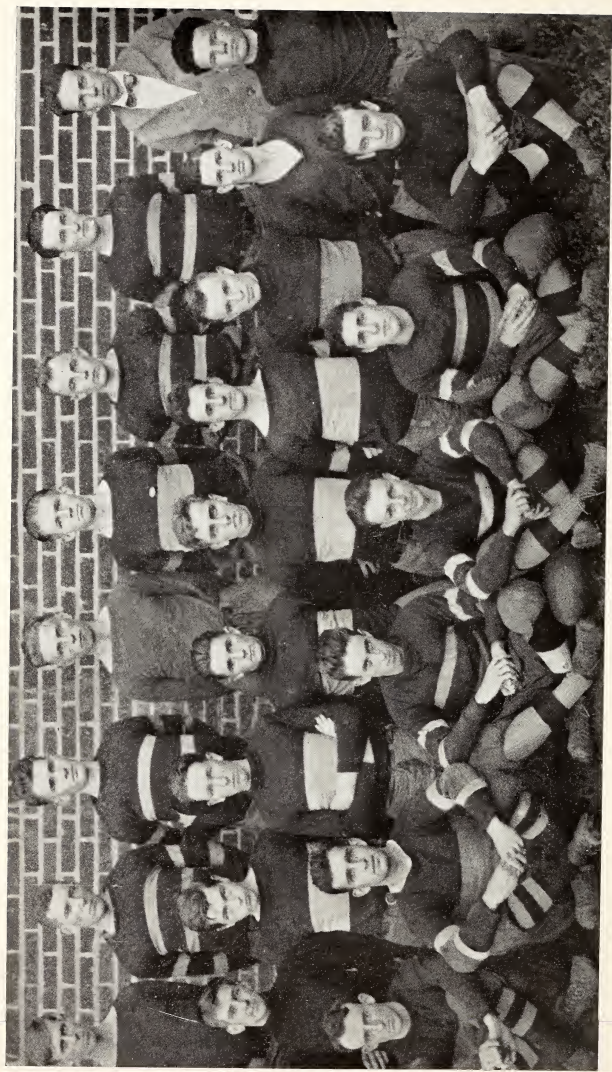
Same as Agriculture 33. This is a course in bookkeeping, highly specialized in handling the accounts of the farm and household. Some of the topics treated are as follows: Private personal accounts, household accounts, poultry accounts, live stock accounts, crop accounts, produce accounts, special cost records, labor reports, feed records, etc. Any term.

One term—three credits.



TRI-NORMAL DEBATORS, 1915-16

Top row right to left, C. P. Roland, A. D. Frank, (Debaters), J. C. Parrott, (Alternate).
 Bottom row right to left, Carlisle Herron (Debater), Ben Worley (Alternate), A. R. Worley (Debater).



FOOTBALL SQUAD, 1915-16

COMMERCIAL 30, 31, 32—*Shorthand*

We teach the Gregg system of shorthand and consider it to be the most perfect and scientific system published. Students who are expecting to take regular college or university courses will find it very much to their advantage to take a course in shorthand. It will enable them to save time in taking notes, preparing manuscripts. Many students who are obliged to work their way find the knowledge of shorthand to be very remunerative while taking university courses.

Three terms—twelve credits.

NOTE—The above course may be elected in either the third or fourth years.

COMMERCIAL 40, 41, 42—*Bookkeeping*

This course is designed to cover the work given by the first class high schools. It includes many of the modern accounting principles. All the entries on the books of original entry are made from actual business papers. Both the practical and pedagogical sides are emphasized. Students who aspire to become high school teachers will find it to be to their advantage to elect this course. Individual instruction is given.

Three terms—twelve credits.

NOTE—The above course may be elected in either the third or fourth years.

SPECIAL COMMERCIAL CERTIFICATE—*Courses Which May Be Elected*

On account of the increasing demand for high school commercial teachers, the Normal School has arranged to offer a course leading to a special Commercial Certificate. To enter this course the student will be required to have completed work equivalent to the courses given by the first class high schools of the State. This course has been made as complete and comprehensive as possible. It is designed to cover two years' work. Many of the subjects are given in the regular literary department; hence, students who have completed the Normal School literary course may complete the commercial course with one year's additional work.

COMMERCIAL 50, 51—*Elementary Accounting*

This course is designed to cover the elementary principles of accounting and the advanced principles of bookkeeping. In fact, it forms a bridge between bookkeeping and accounting. The following are a few of the important subjects covered: The uses of the various books of original and complete entry, opening and closing and keeping a set of books for single proprietorship, partnership, and corporations. Various modern accounting methods are used, including the bill and charge system, the order file system, impress system of handling cash, voucher system, special column books, cash journal, etc. This course requires two terms' work, two hours per day, individual instruction.

Elective. Junior credit—ten.

Prerequisites: Commercial 40, 41, 42 and another year of commercial work.

COMMERCIAL 52—*Commercial Law*

This course includes the following subjects: Sources on origin of law, contracts, negotiable instruments, sales of goods, bailment of goods, insurance, credits and loans, agency, partnership, corporations, real property, mortgages and liens, landlord and tenant, personal property, wills, administration of estates, rights of married women.

One term, Junior credit—five.

COMMERCIAL 60—*Higher Accounting*

This course will involve an analytical discussion of credits, debits, assets, liabilities, good will, depreciation and reserves. Attention will be given to a discrimination between real and apparent profits and the sources from which dividends should be paid. Auditing will be taken up in a practical way, the students performing the actual work in the conduct of an audit, verifying receipts and disbursements. Special consideration and study will be devoted to the system of accounting for the Stock Exchange and Board of Trade, insurance companies, railroads, bank and trust companies, contractors, mergers, consolidations. The course covers two terms' work, lectures one period a day.

Senior credits—ten.

Prerequisites: Elementary accounting.

COMMERCIAL 61—*Stenographer's Office Practice*

Credit on Special Commercial Certificate.

COMMERCIAL 63—*Commercial Geography*

See department of Physics and Geography.

COMMERCIAL 65—*Practice Teaching*

Advanced students are required to do a certain amount of practice teaching. This work is given in the regular commercial department under the personal supervision and direction of the principal of the department.

Credit on Special Certificate.

COMMERCIAL 66—*Methods of Teaching the Commercial Subjects*

A special series of lectures will be given, explaining and illustrating methods of teaching commercial subjects. Each subject will be discussed separately. Methods of handling classes under both ideal and adverse conditions will be presented. Special emphasis will be given to methods of correlating commercial courses with the literary courses in high schools. This course will cover one term's work, three lectures per week. Three credits on Special Commercial Certificate.

AIMS OF THE COMMERCIAL DEPARTMENT

Heretofore the special aims of the commercial department of the Normal School have been two-fold: First, to prepare teachers to organize and conduct commercial departments in high schools. It may be said that the number of commercial departments in the high schools are steadily increasing, and with this goes the demand for thoroughly prepared commercial teachers. Second, to offer elective courses to those who desire to obtain a knowledge of business subjects as a part of their general education. The keeping of accounts is necessary to every individual; and the mastery of typewriting and shorthand gives him a possession of inestimable value in his studies as well as in any business or profession he may engage in.

On account of the demand which has been made upon the Normal School from time to time to take students in the commercial department who wish to pursue these courses for commercial purposes only, without reference to teaching, the State Board of Education has authorized the acceptance of such students on the payment of a tuition fee of \$20.00 a term, in addition to the \$2.00 registration fee which every student at the Normal School is required to pay. Such students will not be required to make the pledge to teach, nor to study the professional courses or other required courses in the Normal School. The department will not accept students who have had less than two years of high school preparation, and who do not give evidence of being able to pursue the subjects desired satisfactorily.

It should be distinctly understood that all students who pledge themselves to teach and enter upon a regular course of study, will be permitted to take any commercial subjects desired without payment of any tuition.

The following special courses are suggested for students preparing for office positions:

BOOKKEEPING COURSE

FALL TERM	WINTER TERM	SPRING TERM
Bookkeeping 40	Bookkeeping 41	Bookkeeping 42
Penmanship	Penmanship	Penmanship
Typewriting 20	Typewriting 20	Typewriter 20
Arithmetic	English	Commercial Law 51

SHORTHAND COURSE

FALL TERM	WINTER TERM	SPRING TERM
Shorthand 30	Shorthand 31	Shorthand 32
Typewriting 20	Typewriting 20	Office Practice 61
Penmanship	Penmanship	Penmanship
English	Arithmetic	Commercial Law 51

NOTE—High school graduates or strong students in this department may complete both courses in one year by diligent study. Both courses may be taken without extra charge. Bookkeeping students may enter at any time; shorthand classes will be organized at the beginning of each term. Students, who are prepared, may take Accounting 50 and 60. We do not guarantee positions, but will assist worthy students in securing employment.

PHYSICAL TRAINING

MRS. CALDWELL

The aims of the department are as follows: The development of organic power, the basis of vitality, the prerequisite to physical and mental efficiency; to secure and maintain good posture, a harmonious muscular development, and a reasonable degree of bodily skill and grace; to provide an incentive and an opportunity for every student to secure exercise to counterbalance the sedentary demands of school life; to conserve the social and moral values of games and sports and to secure to all students the fullest opportunity for their practice.

Courses offered:

PHYSICAL TRAINING I, II, III Sections—Regular, systematic exercises in all forms of light gymnastics, both with and without apparatus; free hand exercises. Baseball, basket-ball, and tennis. Folk dances. Plays and games.

Required: Bloomers, middie and soft shoes. Every quarter. Tuesday and Thursday afternoons.

Two hours a week, one-third of a credit.

Room 26.

TABULAR STATEMENT OF COURSE OF STUDY

NOTE—Terms in which courses are offered are indicated as follows: (F) Fall; (W) Winter; (S) Spring. If term in which course is offered is not indicated, full information may be obtained by consulting the instructors in charge. The courses marked (*) are offered every term.

ACADEMIC COURSE—FIRST YEAR

Prescribed:

English 10 (F), 11 (W), 12 (S) Composition-

Literature	3 terms	15 credits
Mathematics 10 (F), Advanced Arithmetic.....	1 term	5 credits
Mathematics 11 (W), 12 (S) Algebra.....	2 terms	10 credits
History 10 (F), 11 (W) Ancient History.....	2 terms	10 credits
History 12 (S) History of Tennessee.....	1 term	3 credits
Music 10 (F and S), 11 (W) Public School Music.....	3 terms	3 credits
Drawing 10 (F), 11 (W) for Primary Grades.....	3 terms	3 credits

Elective:

English 13 (W and S) Review Grammar.....	1 term	2 credits
History 13 (F and S) Review U. S. History.....	1 term	2 credits
Mathematics 13 (*) Review Arithmetic.....	1 term	2 credits
Latin 10 (F), 11 (W), 12 (S) Beginners.....	3 terms	12 credits
Manual Training 10 (F), 11 (W), 12 (S) Paper Industry	3 terms	6 credits
Music 12 (S) Public School Music.....	1 term	1 credit
Drawing 12 (S) for Primary Grades.....	1 term	1 credit
Penmanship 10 (*).....	1 term	1 credit
Physical Training 10 (F), 11 (W), 12 (S).....	3 terms	1 credit

Prescribed credits 49, Elective credits 11.

NOTE—Any student may be required to take Penmanship on the recommendation of two members of the faculty.

ACADEMIC COURSE—SECOND YEAR

Prescribed:

English 20 (F), 21 (W), 22 (S) Composition-Liter-

ature	3 terms	12 credits
Mathematics 20 (F), 21 (W), 22 (S) Algebra.....	3 terms	12 credits
History 20 (F), 21 (W) Modern European History....	2 terms	8 credits
Geography 20 (S) Physical Geography.....	1 term	5 credits
Biology 20 (F), 21 (W), 22 (S) Beginners' Course...	3 terms	12 credits

Electives:

History 22 (S) European History.....	1 term	4 credits
Agriculture 20 (F), 21 (W), 22 (S) General Agriculture	3 terms	9 credits
Manual Training 20 (F), 21 (W), 22 (S) Elementary Woodwork	3 terms	9 credits
Latin 20 (F), 21 (W), 22 (S) Caesar.....	3 terms	12 credits
Drawing 20 (F), 21 (W), 22 (S) Intermediate Grades.....	3 terms	3 credits
Music 20 (F), 21 (W), 22 (S) Public School Music....	3 terms	3 credits
Home Economics 20 (F), 21 (W), 22 (S) Elementary Sewing	3 terms	9 credits
Commercial 20 Typewriting.....	2 terms	4 credits
Commercial 21 Bookkeeping.....	1 term	4 credits
Physical Training 10, 11, 12.....	3 terms	1 credit

Prescribed credits 49, Elective credits 11.

ACADEMIC COURSE—THIRD YEAR

Prescribed:

English 30 (F), 31 (W), 32 (S) Rhetoric-Literature..	3 terms	9 credits
Mathematics 30 (F and S), 31 (W), 32 (S) Plane Geometry	3 terms	12 credits
Education 30 (F and S) Elementary Psychology.....	1 term	5 credits
Education 31 (F and W) Method of Recitation.....	1 term	5 credits
Education 32 (S) School Management.....	1 term	10 credits

Electives:

Physics 30 (F and S), 31 (W).....	2 terms	10 credits
Chemistry 40 (F and S), 41 (W).....	2 terms	10 credits
Agriculture 30 (F), 31 (W), 32 (S).....	3 terms	12 credits
Agriculture 33 (*) Farm Accounts.....	1 term	3 credits
Home Economics 30 (F), 31 (W), 32 (S).....	3 terms	9 credits
Modern Languages 30 (F), 31 (W), 32 (S) French....	3 terms	12 credits
Modern Languages 33 (F), 34 (W), 35 (S) German....	3 terms	12 credits
Modern Languages 36 (F), 37 (W), 38 (S) Spanish....	3 terms	12 credits
History 30 (F), 31 (W), 32 (S) English History.....	3 terms	12 credits
Physics 32 (W) Household Physics.....	1 term	4 credits
Geography 30 (F), 31 (W).....	2 terms	8 credits
Geography 32 (S) Review Course.....	1 term	2 credits
Home Economics 35 (F) Rural School Cooking.....	1 term	3 credits
Home Economics 34 (W) Rural School Sewing.....	1 term	3 credits
Chemistry 30 (F), 31 (W), 32 (S) Elementary Household Chemistry	3 terms	3 credits
Latin 30 (F), 31 (W), 32 (S) Cicero.....	3 terms	12 credits
Manual Training 30 (F), 31 (W), 32 (S) Woodwork and Carpentry	3 terms	9 credits
Drawing 30 (F), 31 (W), 32 (S) Designing.....	3 terms	3 credits

English 35 (F and W) Public School Reading.....1 term 2 credits
 Commercial 30 (F), 31 (W), 32 (S) Shorthand.....3 terms 12 credits
 or

Commercial 40 (F), 41 (W), 42 (S) Bookkeeping....3 terms 12 credits
 Prescribed credits 36, Elective credits 24.

NOTE 1—Physics 30, 31, or Chemistry 40, 41, must be taken in the third or fourth year. Both may be taken, but as only one is required, the other may be counted as elective.

NOTE 2—Commercial 20 (Typewriting) may be elected in the third or fourth year.

ACADEMIC COURSE—FOURTH YEAR

Prescribed:

Education 40 (F, W, and S) Primary Methods.....2 terms 5 credits
 Education 41 (F and S) History of Education.....1 term 5 credits
 Education 42 (*) Observation and Practice.....2 terms 5 credits
 English 40 (F), 41 (W), 42 (S) College Entrance Eng-
 lish3 terms 9 credits
 History 40 (F), 41 (W), 42 (S) American History...3 terms 12 credits
 Biology 40 (F and S) Physiology.....1 term 5 credits

Electives:

Latin 40 (F), 41 (W), 42 (S) Vergil.....3 terms 12 credits
 Modern Languages 40 (F), 41 (W), 42 (S) Second
 Year French3 terms 12 credits
 Modern Languages 43 (F), 44 (W), 45 (S), Second
 Year German3 terms 12 credits
 Modern Languages 46 (F), 47 (W), 48 (S) Second
 Year Spanish3 terms 12 credits
 Manual Training 40 (F), 41 (W), 42 (S) Mechanical
 Drawing3 terms 9 credits
 Agriculture 40 (F), 41 (W), 42 (S).....3 terms 12 credits
 Home Economics 40 (F), 41 (W), 42 (S) Sewing.... 3 terms 6 credits
 Home Economics 43 (F), Club Work for Girls.....1 term 2 credits
 Home Economics 44 (F) Costume.....1 term 2 credits
 Home Economics 45 (S) Economics of Clothing.....1 term 1 credit
 History 43 (W and S) Teachers' U. S. History.....1 term 3 credits
 English 53 (F and S) Teachers' Grammar.....1 term 3 credits
 Chemistry 40 (F and S), 41 (W).....2 terms 10 credits
 Physics 30 (F and S), 31 (W).....2 terms 10 credits
 Commercial 40 (F), 41 (W), 42 (S) Bookkeeping.... }
 or } 3 terms 12 credits
 Commercial 30 (F), 31 (W), 32 (S) Shorthand..... }
 English 45 a, b, c (F) Public Speaking.....3 terms 6 credits
 Education 45 (W) Grammar School Methods.....1 term 5 credits
 Education 47 (F) Story Telling.....1 term 3 credits

Education 48 (F and S) Rural Education.....	1 term	5 credits
Biology 41 (W), 42 (S) General Zoölogy.....	2 terms	8 credits
Chemistry 42 (S) Elementary Organic.....	1 term	3 credits
Geography 40 (S).....	1 term	3 credits

Prescribed credits 49, Elective credits 11.

NOTE 1—Physics 30, 31, or Chemistry 40, 41, must be taken in third or fourth year. Both may be taken, but, as only one is required, the other may be counted as elective.

NOTE 2—Education 45 or two Teachers' Courses in Grammar School subjects may be substituted for Education 40.

NOTE 3—Education 48 may be substituted for Education 41.

NOTE 4—Education 40 and 42 will be given together during the Fall and Winter terms. In the Fall, Education 40 will meet three times a week and Education 42 twice; in the Winter Term Education 40 will meet twice and Education 42 three times. The two courses together will thus count five credits each term and ten credits for the two terms.

The two courses will be repeated during the Winter and Spring terms. In this case Education 40 will meet twice a week and Education 42 three times in Winter; and in the Spring Term, Education 40 will meet three times, and Education 42 twice a week. It will be impossible to take the full course in one term.

NOTE 5—Commercial 20 (Typewriting) may be elected in third or fourth year.

NORMAL COURSE—JUNIOR YEAR

Prescribed:

Education 50 (F and S), 51 (W) General Psychology..	2 terms	8 credits	✓
Education 52 (W and S) Child Study.....	1 term	4 credits	✓
English 50 (F) College Rhetoric.....	1 term	4 credits	✓
English 51 (W), 42 (S) English Literature.....	2 terms	8 credits	✓

Electives:

Education 53 (W) History of Modern Education....	1 term	5 credits
Education 54 (W) Plays, Games, and Songs.....	1 term	3 credits
English 53 (F and S) Teachers' Grammar.....	1 term	3 credits
English 54 (S) Primary School English.....	1 term	3 credits
English 55 (W), Argumentation.....	1 term	3 credits
English 56 (*) Modern Drama.....	1 term	2 credits
English 58 (S) Teachers' Course in Reading.....	1 term	2 credits
History 50 (F) Rise and Decay of Absolutism.....	1 term	4 credits
History 51 (W) French Revolution.....	1 term	4 credits
History 52 (S) Nineteenth Century.....	1 term	4 credits
History 53 (S) Rural Economics.....	1 term	5 credits
Mathematics 50 (F) Solid Geometry.....	1 term	5 credits
Mathematics 51 (W) Trigonometry.....	1 term	5 credits
Mathematics 52 (S) College Algebra.....	1 term	5 credits
Mathematics 53 Teachers' Arithmetic.....	1 term	5 credits

Physics 50 (F), 51 (W), 52 (S) College Physics.....	3 terms	12 credits
Geography 50 (F), 51 (W) Advanced Physical Geography	2 terms	8 credits
Geography 53 (S) Commercial Geography.....	1 term	5 credits
Geology 52 (S) Elementary Geology.....	1 term	5 credits
Chemistry 50 (F), 51 (W), 52 (S) Applied Chemistry. 3 terms		9 credits
Biology 50 (F and S) Nature Study.....	1 term	3 credits
Biology 51 (F), 52 (W), 53 (S) General Botany.....	3 terms	12 credits
Latin 50 (F), 51 (W), 52 (S) Livy and Cicero.....	3 terms	9 credits
Modern Languages 50 (F), 51 (W), 52 (S) Advanced French	3 terms	9 credits
Modern Languages 53 (F), 54 (W), 55 (S) Advanced German	3 terms	9 credits
Modern Languages 56 (F), 57 (W), 58 (S) Advanced Spanish	3 terms	9 credits
Manual Training 50 (F), 51 (W), 52 (S) Public School Manual Training	3 terms	9 credits
Agriculture 50 (F), 51 (W) Soils and Fertilizers.....	2 terms	8 credits
Agriculture 52 (S) Landscape Gardening.....	1 term	4 credits
Home Economics 50 (F), 51 (W), 52 (S) Advanced Cookery	3 terms	9 credits
Home Economics 53 (F), 54 (W), 55 (S) Lectures....	3 terms	6 credits
Commercial 50 (F), 51 (W) Elementary Accounting....	2 terms	10 credits
Commercial 52 Commercial Law.....	1 term	5 credits
Prescribed credits 24, Elective credits 30.		

NOTE—Unless otherwise indicated fourth year Academic electives to the amount of 12 credits may count as Junior electives if taken in Junior or Senior year.

NORMAL COURSE—SENIOR YEAR

Prescribed:

Education 61 (S) School Administration.....	1 term	4 credits
Education 62 (F), 63 (W) Educational Psychology....	2 terms	10 credits
Education 65 (S), (Biology 64) School Sanitation....	1 term	4 credits
Education 66 (*) Practice Teaching.....	1 term	5 credits

Electives:

Education 60 (F) School Administration.....	1 term	4 credits
Education 64 (W) Secondary Education.....	1 term	4 credits
English 60 (F) Romantic Poets, 61 (W) Nineteenth Century Prose, 62 (S) Victorian Poets.....	3 terms	9 credits
English 63 (F) American Prose, 64 (W) American Poetry, 65 (S) Southern Writers.....	3 terms	6 credits
English 66 (S) Teaching High School English.....	1 term	3 credits
English 68 a, b, c Modern Drama.....	3 terms	6 credits
History 60 (F), 61 (W), 62 (S) American History....	3 terms	12 credits

History 63 Rural Sociology.....	1 term	5 credits
History 64 (F) Teaching High School History.....	1 term	3 credits
History 65 (F), 66 (W), 67 (S) Political Science.....	3 terms	12 credits
Mathematics 60 (F), 61 (W) Analytics.....	2 terms	10 credits
Chemistry 60 (*) College Chemistry.....	1 term	3 credits
Latin 60 (F), 61 (W), 62 (S) Horace, Pliny, Tacitus..	3 terms	9 credits
Manual Training 62 (S) Economics of Manual Train- ing	1 term	4 credits
Manual Training 60 (F), 61 (W) Teaching of Manual Training	2 terms	8 credits
Agriculture 60 (F), 61 (W), 62 (S) Senior Agronomy..	3 terms	9 credits
Home Economics 60 (F), 61 (W), 62 (S) Teaching of Home Economics	3 terms	9 credits
Biology 60 (F), 61 (W) College Physiology.....	2 terms	8 credits
Commercial 60, 61, 62, 65, 66 (See catalog).....		

Prescribed credits 23, Elective credits 31.

31
23
54

GRADUATES—1915-16

NORMAL SCHOOL DIPLOMA

SPRING TERM

<i>Name</i>	<i>County or State</i>	<i>Name</i>	<i>County or State</i>
Virginia Brister	Shelby	Opie Mulherron	Madison
Bessie May Clements.....	Tipton	Mary Prothro	Shelby
Werdna Coleman	Shelby	Barney Rogers	Decatur
W. Sewall Cooper.....	Shelby	James K. Rutland, Jr.....	Shelby
Lucile Copeland	Chester	Harvey A. Simmons..	Lauderdale
Signa L. Carihfield....	Lauderdale	Ethel C. Smith.....	Mississippi
J. B. Davidson.....	Gibson	W. A. Smith.....	Shelby
Erie Mae Deen.....	Shelby	Corinne Still	Mississippi
Thelma Enochs	Mississippi	Charlotte L. Stone.....	Shelby
Gertrude Fritchey	Shelby	Pansy Strong	Tipton
John H. George	Shelby	Alice Tatum	Shelby
Alice Hazen	Shelby	J. C. Taylor.....	McNairy
Bess Henderson	Crockett	Donie Lee White.....	Haywood
Ruth Holt	Gibson	Mal Wilkins	Shelby
Daisy F. Kirk.....	Shelby	W. E. Wilson.....	Obion
Helen S. Livingston....	Haywood	Elizabeth Wormeley	Shelby
Nellie Marrs	Gibson	Vida Yarbrough	Gibson
William D. Mims.....	Shelby	Rowena Young	Shelby

SUMMER TERM

<i>Name</i>	<i>County or State</i>	<i>Name</i>	<i>County or State</i>
Harry M. Aycock.....	Shelby	Willie E. Marshall.....	Obion
Onalee E. Blair.....	Shelby	William G. Robinson..	Hardeman
Linos E. Davis.....	Benton	C. P. Roland.....	Hardeman
Paul Y. Isbell.....	Obion	Annie Strong	Tipton
Charles A. Johnston.....	Shelby	Evelyn Wise	Madison
Pearl S. Keller.....	Shelby	Lamiza Lanier	Shelby
Walter McClellan	Shelby		

ACADEMIC CERTIFICATES

SPRING TERM

<i>Name</i>	<i>County or State</i>	<i>Name</i>	<i>County or State</i>
Ella B. Bell.....	Tipton	Louise Caldwell	Mississippi
Ronie Bolton	Shelby	Morris Crenshaw	Gibson
Beulah Broadbuss	Shelby	Eleanor Cummins	Shelby
Beulah Brown	Obion	Nina Davis	Shelby

<i>Name</i>	<i>County or State</i>	<i>Name</i>	<i>County or State</i>
Mary M. Finlay.....	Shelby	Electra Rawles	Lauderdale
Mary E. Fish.....	Shelby	Rebecca Scott	Henderson
Grady Hamm	McNairy	Virginia Seagraves	Gibson
Montelle Hardy	Haywood	Edna Sebralla	Shelby
Oma Johnson	Lauderdale	Martha Shelby	Shelby
Julia Kaiser	Shelby	Lola Simmons	Lauderdale
J. S. Keaton	Gibson	Ruth Stinson	Henderson
Lara Kendall	Lake	Orah Deane Sumrow..	Lauderdale
Glenn Ora Kinsolving..	Lauderdale	Pearl Taylor	Shelby
Lottie Maitland	Shelby	Pina Tomlinson	Shelby
Elizabeth McCain	Shelby	Mamye Mae Turner....	McNairy
Ann E. McQuiston.....	Tipton	Winnie V. Turner.....	Dyer
Lillian Nelson	Tipton	Clara Williams	Lauderdale
Mrs. Maye Pegg.....	Shelby	Mary Williamson	Shelby
Ianthus Pierce	Gibson	Vivian Wilson	Shelby
A. B. Porter.....	Carroll	Wava Wyatt	Lauderdale
Helen Mai Rainey....	Mississippi	Rebecca Young	Lauderdale

HONOR STUDENTS AND MEDALISTS

Senior Class Representatives—Commencement

GERTRUDE FRITCHEY
WILLIAM D. MIMS

Woman's Medalist

DAISY F. KIRK

Junior Class Orator's Medal

LILA NEWLAND

Scholarship Medalist Among Wearers of N

ROLLIN V. WILSON

Honor Roll Students for year 1915-16

MARY DRAPER
GRADY HAMM
RUTH HOLLAND
SARAH POWELL
JOHN ROBESON
RUBY WHITE

NOTE—Honor Roll students are those who have made a grade of not less than A (90-100) on all courses taken during the year, the minimum credits each term being eighteen.

ENROLLMENT—1915-16

FALL, WINTER, AND SPRING TERMS

<i>Name</i>	<i>County or State</i>	<i>Name</i>	<i>County or State</i>
Agnew, Martha.....	Gibson	Brady, Grace (M).....	Shelby
Agramonte, Ignacio.....	Cuba	Brannon, Lacy.....	Gibson
Allen, Henry.....	Shelby	Brawner, Carter.....	Obion
Allen, Lucile.....	Shelby	Brawner, Zona.....	Obion
Anderson, Watkins (M)...	Shelby	Briggs, Jennie.....	Shelby
Arnault, Ethel.....	Shelby	Brinkley, Lucile.....	Shelby
Aslin, Leroy.....	Dyer	Brister, Virginia.....	Shelby
Atkins, A. N.....	Hardeman	Broadbush, Beulah.....	Shelby
Aycock, Harry M.....	Shelby	Brooks, Mae.....	Decatur
Badeau, Joseph.....	Shelby	Brown, Beulah.....	Obion
Badger, Charlene.....	Crockett	Burgess, Herman.....	Shelby
Baird, Ruby.....	Tipton	Burrow, Jamie.....	Shelby
Balch, Celeste.....	Madison	Burrows, Mamie.....	Shelby
Banks, Jean.....	Shelby	Burrows, Milton.....	Shelby
Barham, Susie.....	Shelby	Caldwell, Louise.....	Mississippi
Barron, Mrs. M. D.....	Gibson	Call, Harry.....	Obion
Barron, M. D.....	Gibson	Canman, Marguerite.....	Shelby
Barron, Tolly.....	Gibson	Carey, Rhea.....	Shelby
Bass, Esther.....	Gibson	Cargill, Marguerite.....	Shelby
Bass, Norton.....	Gibson	Carpenter, Blanche.....	Fayette
Beall, Donald (M).....	Shelby	Caruthers, Lewis.....	Hardeman
Bell, Ella B.....	Tipton	Catlin, Ethel Margaret....	Shelby
Belote, Barbara.....	Shelby	Chandler, Hugh C.....	Shelby
Belote, Carl.....	Shelby	Cheatham, Maggie.....	Chester
Bennett, Catherine.....	Dyer	Chism, Viola.....	Lauderdale
Bently, Ruth.....	Tipton	Clark, Mattie.....	Shelby
Berry, Rob.....	Shelby	Clements, Bessie Mai.....	Tipton
Bicknell, Nada.....	Shelby	Cochran, Louanna.....	Madison
Bird, Rupert.....	Lake	Coleman, Werdna.....	Shelby
Bishop, Lillian.....	Hardeman	Conyers, Fay.....	Lauderdale
Blackwell, Harry.....	Shelby	Cooper, Elizabeth.....	Shelby
Blair, Claudia.....	Shelby	Cooper, Pauline.....	Shelby
Blair, Onalee.....	Shelby	Cooper, Sewall.....	Shelby
Bledsoe, Sam.....	Dyer	Copeland, Lucile.....	Chester
Blount, Margaret.....	Shelby	Corbin, Vera.....	Gibson
Bolton, Ronie M.....	Shelby	Couch, Annie.....	Gibson
Bondurant, Lottie May....	Shelby	Couch, Lilly.....	Gibson
Booth, Vida.....	Shelby	Cox, Bettie (M).....	Shelby
Botto, Stevina.....	Shelby	Cox, Charles Ellis.....	Hardeman
Bowen, Henrie.....	Shelby	Crawford, Blarnae.....	Fayette
Bradshaw, J. S.....	Dyer	Crawford, Martha.....	Fayette



TRACK TEAM, 1915-16

ENROLLMENT—1915-16

FALL, WINTER, AND SPRING TERMS—*Continued*

<i>Name</i>	<i>County or State</i>	<i>Name</i>	<i>County or State</i>
Crawford, Sadye	Hardeman	Fitzgibbon, Elizabeth.....	Shelby
Crawford, Vernon	Shelby	Flinn, Camilla	Shelby
Crenshaw, Edith	Shelby	Follis, Elizabeth	Hardeman
Crenshaw, Morris	Gibson	Follis, Lucile C.....	Hardeman
Crihfield, Signa	Lauderdale	Ford, Johnnie Ava.....	Gibson
Crofton, Marianne	Shelby	Foster, Newton J. (M)...	Shelby
Crownover, Ella	Shelby	Foster, Tom G. (M).....	Shelby
Cummins, Eleanor	Shelby	Foust, Fred	Gibson
Daimwood, Bessylee	Gibson	Foust, Lillie	Gibson
Davidson, J. B.....	Gibson	Fowler, Sara	Shelby
Davis, Joe G. (M).....	Shelby	Fox, Josephine	Shelby
Davis, Linos E.....	Benton	Frank, Arthur D.....	Hardin
Davis, Martin M.....	Shelby	Fritchey, Gertrude	Shelby
Davis, Nina (M).....	Shelby	Garner, Eula	Benton
Davis, Thelma	Chester	Gates, Laura M.....	Shelby
Davis, Tommy	Shelby	Gause, Minnie Elma.....	Shelby
DeBerry, Hattie	Madison	George, Elmer D.....	Shelby
Deen, Erie May.....	Shelby	George, John H.....	Shelby
deGraffenreid, Sue	Shelby	Gibson, Annie B.....	Shelby
DePriest, Montie	Perry	Gilfillan, Robert	Shelby
DePriest, Henry	Perry	Gladfelter, Geneva	Shelby
Derryberry, Ailene	Shelby	Glenn, Fannie C.....	Shelby
Dupree, Lucile	Shelby	Goddard, Hubert I....	Hardeman
Dickason, Ailene	Tipton	Gordon, Eunice	Madison
Dixon, Bettie	Haywood	Gordon, Nola	Madison
Donnell, Margaret	Fayette	Green, Martha	Shelby
Draffin, Jimmie	Tipton	Gregory, Lucy	Shelby
Draper, Mary	Shelby	Gribble, Etta Beatrice....	Shelby
DuBose, Marion	Shelby	Griffin, Catherine	Shelby
Dudley, W. W.....	Shelby	Grisham, Lillian	Shelby
Dunn, Lena	Fayette	Grisham, Zora	Shelby
Durham, Louise	Shelby	Groover, Gussie	Shelby
Easterwood, Frank	Obion	Hackney, Susie	Hardeman
Elmore, Ruth	Crockett	Hagler, Luneta	Henry
Emmons, Era	Chester	Hagy, Josie Marie (M)...	Shelby
Enochs, Thelma	Shelby	Hall, Ellen	Arkansas
Erwin, Gertrude	Obion	Haltom, L. H.....	Chester
Evans, Mary Virginia....	Shelby	Haltom, Laura	Chester
Farnsworth, Bethel (M)..	Shelby	Hamm, Grady	McNairy
Faulkner, Willie Mae....	Tipton	Hamner, James E. (M)...	Shelby
Finlay, Mary Margaret....	Shelby	Hardy, Montelle	Haywood
Fish, Mary Elizabeth.....	Shelby	Harmon, Emma Mai.....	Tipton
Fitch, Jerry C.....	Henry	Harmon, Thelma	Tipton

ENROLLMENT—1915-16

FALL, WINTER, AND SPRING TERMS—*Continued*

<i>Name</i>	<i>County or State</i>	<i>Name</i>	<i>County or State</i>
Harper, Winnie	Lake	Jones, Julian	Henderson
Harpole, Paschall	Gibson	Jordan, Hilda	Lauderdale
Harrell, George (M).....	Shelby	Kabakoff, Ethel	Shelby
Harrison, Dick	Shelby	Kaiser, Julia	Shelby
Hay, Erroll	Shelby	Keaton, J. S.....	Gibson
Hays, Webb B.....	Lake	Keller, Mrs. Pearl S.....	Shelby
Hazlewood, Elma R...Hardeman		Kelley, Annie	Fayette
Hazen, Alice	Shelby	Kendall, Lara	Lake
Henderson, Bess	Crockett	Kenner, Naomi	Crockett
Herd, Kathryn	Shelby	King, Frances	Shelby
Herold, Gladys	Shelby	Kinney, Edna (M).....	Shelby
Herring, Ethel	Madison	Kinsolving, Glenn O..Lauderdale	
Herron, Carlisle	Shelby	Kinkle, George	Shelby
Hicks, Robert	Obion	Kinzer, Emma	Lauderdale
Hill, Edith (M).....	Shelby	Kirk, Daisy F.....	Shelby
Hines, Jesse (M).....	Shelby	Klinke, Virginia	Shelby
Hinson, Ardenne	Shelby	Kyle, Elizabeth	Shelby
Hinton, Janie	Shelby	Lackey, Elizabeth	Shelby
Hogue, Charlie May.....	Shelby	Lane, Hunter (M).....	Shelby
Holland, Ruth	Shelby	Laney, Florence	Shelby
Hollingsworth, Nannie M..Shelby		Lannom, Mary	Gibson
Holmes, Elmore	Shelby	Latting, Lexa	Shelby
Holmes, Sallie	Houston	Lawson, John A.....	McNairy
Holt, Ruth	Gibson	Lawson, Maggie V.....	McNairy
Hood, Hattie Lee.....	Shelby	Lay, Leone	Haywood
Hopper, Bertha	Henderson	Lea, Lula (M).....	Shelby
Hoshall, Mary	Shelby	Lea, Robert (M).....	Shelby
Howell, Darnall	Obion	Lee, Grace G.....	Gibson
Howell, Maude	Obion	Lee, R. H.....	Weakley
Hudson, Leone	Hardeman	Lightfoot, Virginia	Fayette
Hudson, Sue Reaves..Hardeman		Lindley, Opal Mae....	Hardeman
Hunt, Daisy Porter.....	Shelby	Livingston, Helen S....	Haywood
Hunt, Mary Caroline.....	Shelby	Lohman, Mary Bennett....	Shelby
Hutchinson, Martha	Gibson	Lowenhaupt, Grace	Tipton
Isbell, Paul Y.....	Obion	Lunati, Jessie May.....	Shelby
Jackson, Beulah	Shelby	McCain, Elizabeth	Shelby
Johnson, Louise (M).....	Shelby	McCarter, Robert (M)....	Shelby
Johnson, Oma	Lauderdale	McClain, Mildred	Shelby
Johnson, Rubye	Carroll	McClellan, Walter	Shelby
Johnson, Ruth	Shelby	McCraw, Lockie	Fayette
Johnston, Bertie Lee.....	Fayette	McDaniel, Lossie	Hardeman
Johnston, Chas. A.....	Shelby	McDowell, John	Shelby
Jones, Frankie	Shelby	McGlathery, Lillie May....	Shelby

ENROLLMENT—1915-16

FALL, WINTER, AND SPRING TERMS—*Continued*

<i>Name</i>	<i>County or State</i>	<i>Name</i>	<i>County or State</i>
McIsaac, Marguerite	Shelby	Patton, Ruth	Gibson
McNeil, Jack	Shelby	Payne, C. B.	Gibson
McQuiston, Ann Eliza	Tipton	Payne, Evelyn (M)	Shelby
Maitland, Lottie	Shelby	Paysinger, Grace	Hardeman
Malone, Leola	Hardeman	Pegg, Mrs. Maye	Shelby
Manley, Hattie Lee	Shelby	Perkins, Josie Kerr	McNairy
Manley, J. N.	Henderson	Perry, Lucille	Shelby
Marrs, Nellie	Gibson	Peterson, Margaret	Shelby
Marrs, Vinny	Gibson	Petree, Lo	McNairy
Marshall, Willie E.	Obion	Phebus, Annie Laurie	Obion
Matthews, Bernice	Shelby	Phelan, Osborne	Gibson
Miller, Donna	Shelby	Phillips, Reed	Hardin
Mims, William D.	Shelby	Pierce, Ianthus	Gibson
Moffatt, Ruby	Shelby	Porter, A. B.	Carroll
Montgomery, Bedford L.	Decatur	Powell, Sarah E.	Dyer
Montgomery, Favo	Shelby	Prescott, Mary Blanche	Shelby
Moody, Myrtle	Henry	Prothro, Mary	Shelby
Moore, Ernest H.	Tipton	Pyron, Emma	Shelby
Moore, Grace	Mississippi	Quinn, Margaret	Shelby
Moore, Josephine	Tipton	Rainey, Helen May	Mississippi
Moore, Spurgeon H.	Obion	Ragland, Annie (M)	Shelby
Morgan, Anne Della	Shelby	Rawles, Electra	Lauderdale
Morton, Hattie	Shelby	Rawles, Lyda	Lauderdale
Mulherron, Opie	Madison	Read, Mary	Shelby
Murray, Gertrude	Shelby	Reagor, Essie C.	Shelby
Mynders, Ida W. (M)	Shelby	Reaves, Haskell	Dyer
Neil, Mary Will	Crockett	Reaves, Ralph	Gibson
Nelson, Lillian E.	Tipton	Reaves, Sam	Dyer
Newland, Lila	Hardeman	Redman, Lila	Shelby
Newman, Jessie	Jefferson	Reeves, Fred	Obion
Newsom, Olivia	Hardeman	Richardson, Walter	Gibson
Norment, Ellis	Hardeman	Robertson, Eugene	Shelby
Norris, Audry (M)	Shelby	Robertson, Gladys	Shelby
Norris, Elizabeth (M)	Shelby	Robeson, John	Dyer
Norris, Grace (M)	Shelby	Robinson, Eva	DeKalb
Norris, Mertice (M)	Shelby	Robinson, Maggie	McNairy
Norris, Vadis (M)	Shelby	Robinson, W. G.	Hardeman
Nuvolini, Leonora	Shelby	Roemer, Ruth	Shelby
Owen, Myrtle	Shelby	Rogers, Barney	Decatur
Palmer, Mary	Gibson	Rogers, Clara B.	Gibson
Parks, Martha	Shelby	Rogers, Eugene	Lauderdale
Parrott, J. Clifton	Shelby	Rogerson, Emma B.	Shelby
Paschal, Lula	Henry	Roland, C. P.	Hardeman

ENROLLMENT—1915-16

FALL, WINTER, AND SPRING TERMS—*Continued*

<i>Name</i>	<i>County or State</i>	<i>Name</i>	<i>County or State</i>
Roland, Lee	Hardeman	Sorsby, Leary (M).....	Shelby
Rooks, Kathleen	Gibson	Sparkman, James	Hardeman
Rosenheim, Sam	Shelby	Stanfield, Ruth	Shelby
Ruble, Mary Anna.....	Greene	Steel, Gerald	Obion
Russell, Mary Porter....	Weakley	Stelle, Laura	Gibson
Rutland, Jas. K., Jr.....	Shelby	Stelman, Annie Lee..	Lauderdale
Savage, Julia	Lauderdale	Stewart, Margaret	Hardeman
Sawyer, Lois	Shelby	Stieg, Wm. B. (M).....	Shelby
Sawyer, Virginia	Shelby	Still, Corinne L.....	Mississippi
Scott, Nellie	Shelby	Stinson, Ruth	Henderson
Scott, Rebecca	Henderson	Stone, Charlotte L.....	Shelby
Sears, Lottie Mae.....	Shelby	Stoner, Marguerette.....	Shelby
Sears, Mabel	Shelby	Strong, Annie	Tipton
Sebralla, Edna	Shelby	Strong, Pansy	Tipton
Seffens, Beulah	Shelby	Strong, Ralph	Tipton
Segraves, Virginia	Gibson	Sumrow, Orah Deane..	Lauderdale
Semmes, Maude	Shelby	Tarr, Annie	Shelby
Sharpe, Aila	Arkansas	Tatum, Alice	Shelby
Shaw, Ruth	Shelby	Taylor, Frank W.....	Shelby
Shearer, Wells	Shelby	Taylor, George	Shelby
Shelby, Martha	Shelby	Taylor, J. C.....	McNairy
Sheppard, R. M.....	Obion	Taylor, Mrs. J. C.....	McNairy
Sherrod, Anna	Tipton	Taylor, Marian	Shelby
Sherron, Nancy	Shelby	Taylor, Pearl E.....	Shelby
Shires, Grady	Obion	Terrell, Elise (M).....	Shelby
Shults, Herbert (M).....	Shelby	Thurman, Royster (M)...	Shelby
Sifers, May	Shelby	Tigrett, Mrs. A. K.....	Chester
Sigler, Robert	Shelby	Tipton, Sara	Tipton
Sigler, W. Albert.....	Shelby	Tomlinson, Pina	Shelby
Sigman, Annie	Shelby	Torrence, Helen S....	S. Carolina
Simmons, George	Lauderdale	Townsend, Pauline ..	Mississippi
Simmons, Harvey A..	Lauderdale	Tubbs, C. C.....	Decatur
Simmons, Lola	Lauderdale	Tucker, Robert	Davidson
Simmons, Ruth	Shelby	Turner, Audria	Shelby
Slatter, Helen	Shelby	Turner, Mayme Mae....	McNairy
Smith, Ethel Clare....	Mississippi	Turner, Winnie V.....	Dyer
Smith, George	Haywood	Turpin, Inman	Shelby
Smith, Leslie May.....	Henry	Tyler, Virginia	Shelby
Smith, Kirby	Tipton	Waldauer, Henry	Shelby
Smith, Mary Blanche....	Shelby	Wallace, Tera	Obion
Smith, Ona	Haywood	Walker, Allene	Shelby
Smith, W. A.....	Shelby	Walker, Edmonia	Lauderdale
Snowden, Lorene	Shelby	Walker, Stella	Dyer

ENROLLMENT—1915-16

FALL, WINTER, AND SPRING TERMS—*Continued*

<i>Name</i>	<i>County or State</i>	<i>Name</i>	<i>County or State</i>
Walsh, Chas. W.....	Gibson	Williams, Gladys	Shelby
Walters, Etta	Shelby	Williams, Margaret ..	Mississippi
Wardle, Elizabeth	Shelby	Williams, J. B.....	Shelby
Ware, Helen	Fayette	Williamson, Mary T.....	Shelby
Washburn, Hugh	Gibson	Wilson, Lucile	Shelby
Watkins, Vivian	Shelby	Wilson, Rollin (M).....	Shelby
Watson, Virginia	Shelby	Wilson, Sam	Obion
Weber, Martha	Shelby	Wilson, Vivian	Shelby
Wellford, John (M).....	Shelby	Wilson, W. E.....	Obion
Wells, Lorene	Lauderdale	Wise, Evelyn	Madison
Wheeler, Martha	Shelby	Woodward, Bessie	Arkansas
Whitaker, Randolph	Shelby	Woodward, Caroline	Shelby
White, Donie Lee.....	Haywood	Worley, Arthur R.....	Obion
White, Helen	Dickson	Worley, Ben R.....	Obion
White, R. E.....	Henderson	Wormeley, Elizabeth	Shelby
White, Ruby A.....	Crockett	Wright, Tom	Obion
White, Vivienne	Obion	Wyatt, Wava	Lauderdale
White, W. B.....	Henderson	Wyse, Florence	Crockett
White, W. E. (M).....	Shelby	Yancey, Lotta Lee.....	Shelby
Whitford, Aileen	Lake	Yarbrough, Vida	Gibson
Wilhite, Katherine	Shelby	Yates, Frances R.....	Shelby
Wilhite, James K.....	Shelby	Young, Amelia	Lauderdale
Wilkins, Mal Butler.....	Shelby	Young, Rebecca	Lauderdale
Williams, Clara Mai.....	Shelby	Young, Rowena	Shelby
Williams, Daisy	Lauderdale	Zachary, Alma	Hardeman

NOTE—(M) indicates student of Messick High School.

SUMMARY OF THE ROLL

Regular Session, 1915-16.....	428	
Summer Session 1915.....	655—	1,083
High School Students (from Messick).....		50
	—	—
Total number enrolled.....		1,133
Total number counted once.....		• 1,086
Number in Training School (Messick).....		456
	—	—
Grand Total Enrollment.....		1,542

For any information or reservation of rooms, address,

J. W. BRISTER, PRESIDENT.
Memphis, Tenn

APPLICATION FOR ADMISSION TO

WEST TENNESSEE STATE NORMAL SCHOOL

MEMPHIS

(To be mailed to the Dean before entering)

Name..... P. O.
Parent or Guardian..... P. O.
Date of Entrance..... Age at Entrance.....
High School Attended..... No. Years Attended.....
No. Grades in Course..... No. Years in Course.....
Length School Year in Months..... Length Recitation in Minutes.....
Are You a Graduate of said High School?
If not, what Grades did you Complete?
Name of Principal..... P. O.
What work have you had beyond High School?
(Give Name of School, Length of Time Attended and Outline of Course.)

HEALTH CERTIFICATE

THIS IS TO CERTIFY, That
who is personally known to me, is of sound body, free from contagious or infectious disease, and
physically able to engage in the work of teaching.
Date..... 191..... (Signed)..... M. I.....

CHARACTER CERTIFICATE

THIS IS TO CERTIFY, That
who is personally known to me, is a person of good moral character and is hereby recommended
to the West Tennessee State Normal School as in every way worthy to be admitted to its student
body.
Date..... 191..... (Signed).....

(To be filled out, if possible, and signed by Principal of School where work was taken.
Put no subject below first-year High School work.)

from the High School at _____ Tenn., with the following record:

and I hereby commend h----- to the West Tennessee State Normal School as a person of
bright character, good health and general fitness for teaching.

(To be filled out by the West Tennessee State Normal School)

Course with the following standing:

[illegible]

